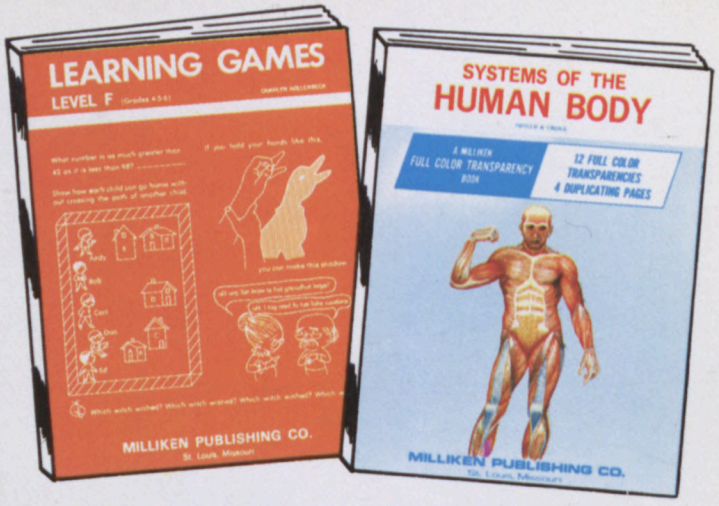
The Journal of the NATIONAL EDUCATION ASSOCIATION

TODAY'S EDUCATION

March-April 1975

- Bel Kaufman on Today's Teachers
- Barbara Robinson and Others on Today's Students
- Bonus Features on Thinking and Learning, Mental Health, Discipline...
- An Interview with James Coleman
- Myron Brenton on School Vandalism
- Class-Size Research
- Affirmative Action

TEACHING AIDS from MILLIKEN



DUPLICATING BOOKS

EACH BOOK CONTAINS: DUPLICATING MASTERS AND A TEACHER'S GUIDE

READINESS

BEFORE WE READ
28 Duplicating Masters.....3.75 each
__RR01 Reading Readiness - Book 1
__RR02 Reading Readiness - Book 2
__RM21 Number Concepts - Book 1
__RM22 Number Concepts - Book 2
__RG31 Readiness in Social Studies - Book 1
__RG32 Readiness in Social Studies - Book 2
__RS41 Readiness in Science - Book 1
__RS42 Readiness in Science - Book 2

LANGUAGE ARTS

PHONICS
30 Duplicating Masters.....3.75 each
__P61 Starting Phonics, Gr. 1 - 1st pt.
__P62 Starting Phonics, Gr. 1 - 2nd pt.
__P63 Learning Phonics, Gr. 2 - 1st pt.
__P64 Learning Phonics, Gr. 2 - 2nd pt.
__P65 Learning Phonics, Gr. 3 - 1st pt.
__P66 Learning Phonics, Gr. 3 - 2nd pt.
__P67 Learning Phonics, Gr. 4 - 1st pt.
__P68 Learning Phonics, Gr. 4 - 2nd pt.

READING
30 Duplicating Masters.....3.75 each
__R30 Read and Do - Pre-Primer A
__R31 Learning to Read - Pre-Primer B
__R32 Read and Do - Primer
__R33 Starting to Read, Gr. 1, 1st Half
__R34 Starting to Read, Gr. 1, 2nd Half
__R35 Read and Think, Gr. 2, 1st Half
__R36 Read and Think, Gr. 2, 2nd Half
__R37 Read and Think, Gr. 3, 1st Half
__R38 Read and Think, Gr. 3, 2nd Half
__R39 Reading Adventures, Gr. 4, 1st Half
__R40 Reading Adventures, Gr. 4, 2nd Half

SPELLING
30 Duplicating Masters.....3.75 each
__SP50 Learning to Spell, Gr. 2, 1st pt.
__SP51 Learning to Spell, Gr. 2, 2nd pt.
__SP52 Spelling Adventures, Gr. 3, 1st pt.
__SP53 Spelling Adventures, Gr. 3, 2nd pt.

ENGLISH
30 Duplicating Masters.....3.75 each
__E41 Learning Your Language, Gr. 2, 1st Half
__E42 Learning Your Language, Gr. 2, 2nd Half
__E43 Using Your English, Gr. 3, 1st Half
__E44 Using Your English, Gr. 3, 2nd Half
__E45 English Exercises, Gr. 4, 1st Half
__E46 English Exercises, Gr. 4, 2nd Half

OUR LIVING LANGUAGE
28 Duplicating Masters.....3.75 each
__DL01 Our Living Language, Gr. 4, Bk. 1
__DL02 Our Living Language, Gr. 4, Bk. 2
__DL03 Our Living Language, Gr. 5, Bk. 1
__DL04 Our Living Language, Gr. 5, Bk. 2
__DL05 Our Living Language, Gr. 6, Bk. 1
__DL06 Our Living Language, Gr. 6, Bk. 2

INDEPENDENT ACTIVITIES

SOCIAL STUDIES
28 Duplicating Masters.....3.75 each
__SG01 Focus on Community Life
__SG02 Focus on Communities, Old and New
__SG03 Focus on World Regions
__SG04 Focus on United States Geography
__SG05 Focus on World Geography

CREATIVE LANGUAGE ARTS PROJECTS
28 Duplicating Masters.....3.75 each
__LA01 Book A, Gr. 1-2
__LA02 Book B, Gr. 2-3
__LA03 Book C, Gr. 3-4
__LA04 Book D, Gr. 4-5
__LA05 Book E, Gr. 5-6

LEARNING GAMES
28 Duplicating Masters.....3.75 each
__LG01 Level A, Gr. K-1
__LG02 Level B, Gr. 1-2
__LG03 Level C, Gr. 1-2
__LG04 Level D, Gr. 2-3
__LG05 Level E, Gr. 3-4
__LG06 Level F, Gr. 4-6

WORD PUZZLES
28 Duplicating Masters.....3.75 each
__CX01 Word Puzzles, Gr. 1-A
__CX02 Word Puzzles, Gr. 2-A
__CX03 Word Puzzles, Gr. 2-B
__CX04 Word Puzzles, Gr. 3-A
__CX05 Word Puzzles, Gr. 3-B

SCIENCE

SCIENCE
30 Duplicating Masters.....3.75 each
__SC1 Our Science Table, Gr. 1-2
__SC2 Through Your Window, Gr. 1-2
__SC3 Beginning Science Adventures, Gr. 2-3 - 1st pt.
__SC4 Beginning Science Adventures, Gr. 2-3 - 2nd pt.
__SC5 Science Adventures, Gr. 3-4 - 1st pt.
__SC6 Science Adventures, Gr. 3-4 - 2nd pt.
__SC7 Science Goals, Gr. 4-5 - 1st pt.
__SC8 Science Goals, Gr. 4-5 - 2nd pt.
__SC9 More Science Goals, Gr. 5-6, 1st pt.
__SC10 More Science Goals, Gr. 5-6, 2nd pt.
__SC11 Space - Our Solar System, Gr. 4-5-6
__SC12 Space - Beyond Our Solar System, Gr. 4-5-6

GENERAL SCIENCE
20 Duplicating Masters.....3.25 each
__D201 Plants and Animals
__D202 The Earth, Sun, and Stars
__D203 Seasons and Living Things
__D204 Heat, Light and Sound
__D102 Earth Science
__D103 The Human Body
__D105 Machines and Work
__D106 Magnetism and Electricity

MATHEMATICS

ARITHMETIC
30 Duplicating Masters.....3.75 each
__N10 Number Exercises, Gr. 1 - 1st pt.
__N11 Number Exercises, Gr. 1 - 2nd pt.
__N12 Number Exercises, Gr. 2 - 1st pt.
__N13 Number Exercises, Gr. 2 - 2nd pt.
__N14 Arithmetic Word Problems, Gr. 2
__N15 Arithmetic Exercises, Gr. 3 - 1st pt.
__N16 Arithmetic Exercises, Gr. 3 - 2nd pt.
__N17 Arithmetic Exercises, Gr. 4 - 1st pt.
__N18 Arithmetic Exercises, Gr. 4 - 2nd pt.
__N19 Fraction Exercises
__N20 Decimal Exercises

HARD SPOTS IN MODERN MATH
28 Duplicating Masters.....3.75 each
__D501 Gr. Three
__D502 Gr. Four
__D503 Gr. Five
__D504 Gr. Six

METRIC
28 Duplicating Masters.....3.75 each
__MS01 Metric System - Gr. K-2
__MS02 Metric System - Gr. 3-4
__MS02 Metric System - Gr. 5-6

SOCIAL STUDIES

ELEMENTARY SOCIAL STUDIES
30 Duplicating Masters.....3.75 each
__S73 Health and Safety Goals, Gr. 1
__S74 Health and Safety Goals, Gr. 2
__S75 American Children at Home, Gr. 2
__S76 Meet Your Friends in Other Lands, Gr. 3, 1st half
__S77 Meet Your Friends in Other Lands, Gr. 3, 2nd half
__S78 You and the Colonies, Gr. 3
__S79 Maps Unfold the World, Gr. 4-5-6 1st half
__S80 Maps Unfold the World, Gr. 4-5-6 2nd half
__S81 Interesting Places U.S.A., Gr. 4-5-6 1st half
__S82 Interesting Places U.S.A., Gr. 4-5-6 2nd half
__S83 Latin Am. Today, Gr. 4-5-6, 1st half
__S84 Latin Am. Today, Gr. 4-5-6, 2nd half
__S85 Russia Today, Gr. 5-6, 1st half
__S86 Russia Today, Gr. 5-6, 2nd half
__S87 Indians of the Woods and Plains, Gr. 3
__S88 Indians of the Desert and Sea, Gr. 3

MAP OUTLINES
20 Duplicating Masters.....3.25 each
__D301 Map Outlines, United States
__D302 Map Outlines, Europe
__D303 Map Outlines, Africa
__D304 Map Outlines, Asia
__D305 Map Outlines, Latin America
__D306 Map Outlines, The World

TRANSPARENCY DUPLICATING

EACH BOOK CONTAINS: COLOR TRANSPARENCIES, DUPLICATING MASTERS AND A TEACHER'S GUIDE

SCIENCE

SCIENCE - Primary.....7.95 each
__TD201 Plants and Animals
__TD202 The Earth, Sun and Stars
__TD203 Seasons and Living Things
__TD204 Heat, Light and Sound

SCIENCE SERIES - Grades 5-9.....7.95 each
__TD101 Weather Science
__TD102 Earth Science
__TD103 The Human Body
__TD104 Solar System and Space Travel
__TD105 Machines and Work
__TD106 Magnetism and Electricity
__TD107 Our Living World
__TD108 Light and Sound Energy
__TD109 Physical and Chemical Changes
__TD110 Stars and Space Science

SCIENCE - Grades 4-9.....6.95 each
__TD901 Birds
__TD902 Plants
__TD903 Insects
__TD904 Amphibians and Reptiles
__TD905 Mammals
__TD906 The Solar System
__TD907 Outer Space
__TD908 Oceanography
__TD909 Space Travel
__TD910 Prehistoric Life
__TD911 Systems of the Human Body
__TD912 Ecology
__TD913 Rocks and Minerals
__TD914 Geological Processes
__TD915 Weather
__TD916 Electricity
__TD917 Disease and Health
__TD918 Foods and Your Health

MATHEMATICS

HARD SPOTS IN MODERN MATH..7.95 each
__TD501 Gr. Three
__TD502 Gr. Four
__TD503 Gr. Five
__TD504 Gr. Six

FUNDAMENTAL MATHEMATICS ..7.95 each
__TDM01 Gr. One-A
__TDM02 Gr. One-B
__TDM03 Gr. Two-A
__TDM04 Gr. Two-B
__TDM05 Gr. Three-A
__TDM06 Gr. Three-B

LANGUAGE ARTS

PRE-SCHOOL AND KINDERGARTEN 6.95 each
__TD90 Visual Discrimination Skills
__TD91 Auditory Discrimination Beginning Sounds
__TD92 Auditory Discrimination Rhyming Words
__TD93 Motor and Hand-Eeye Coordination - Left to Right
__TD94 Following Directions & Sequence

ADVANCED READING SKILLS.....6.95 each
__TD71 Speech Blends & Diagraphs
__TD72 Consonant Blends
__TD73 Word Analysis
__TD74 Syllabication
__TD75 Irregular Consonants & Plurals
__TD76 Comprehension Skills

REFERENCE & STUDY SKILLS.....7.95 each
__TDW01 Basic Library Skills
__TDW02 Library Skills for Primary Grades
__TDW03 Basic Dictionary Skills
__TDW04 Reference Tools and Study Skills

CREATIVE WRITING.....7.95 each
__TDR01 Creative Expression
__TDR02 Creative Writing-Primary
__TDR03 Creative Writing-Intermediate
__TDR04 Creative Writing-Upper Interm.

SOCIAL STUDIES

BLACK HISTORY.....7.95 each
__TDA01 The African Experience
__TDA02 The Black Experience - Pt. 1
__TDA03 The Black Experience - Pt. 2

SOCIAL STUDIES.....7.95 each
__TD801 Exploration & Colonization - Pt. 1
__TD802 Exploration & Colonization - Pt. 3
__TD803 The Constitution - Pt. 1, Gr. 6-7-8
__TD804 The Constitution - Pt. 2, Gr. 6-7-8
__TD805 Ancient Greece, Gr. 6-7-8

MAP SKILLS - OUTLINES.....7.95 each
__TD301 Map Outlines, United States
__TD302 Map Outlines, Europe
__TD303 Map Outlines, Africa
__TD304 Map Outlines, Asia
__TD305 Map Outlines, Latin America
__TD306 Map Outlines, The World

NEW CREATIVE TEACHER BOOKS

These practical guides to classroom activities feature all major subject areas in one book for each grade level (language arts, social studies, science and mathematics).

__CT01 Gr. One...3.95 __CT04 Gr. Four 3.95
__CT02 Gr. Two...3.95 __CT05 Gr. Five..3.95
__CT03 Gr. Three 3.95 __CT06 Gr. Six...3.95

NEW WIPE-CLEAN CARDS

Come bound in removable plastic binder so that they can be used by one individual as a workbook or by several students as individual cards.

__WC01 Manuscript Handwriting Program 4.95
__WC02 Cursive Handwriting Program.....4.95
__WC03 Numeral & Letter Recognition.....2.95
__WC04 Color and Shape Recognition.....2.95
__WC05 Rhyming Words.....2.95
__WC06 Initial Consonant Sounds.....2.95
__WC07 Final Consonant Sounds.....2.95
__WC08 Short Vowel Sounds.....2.95
__WC09 Long Vowel Sounds.....2.95
__WC10 Consonant Blends - I.....2.95
__WC11 Consonant Blends - II.....2.95

Also available from your school supply or audio-visual distributor

SAVE ON POSTAGE: When remittance accompanies order we pay postage—otherwise F.O.B. St. Louis, Mo. Enclose 20% deposit if C.O.D. Enclose full payment if under $8.00.

Ship to _____ ☐ Send catalog
School _____
Address _____
City _____ Zone _____ State _____
Order From Department C

MILLIKEN PUBLISHING COMPANY
1100 RESEARCH BLVD., SAINT LOUIS, MISSOURI 63132

CIRCLE QUICK-ACTION CARD NO. 55 OR 56

DAVID D. TENNANT, FODOR'S EUROPE '71, P. 102 —

"Step on board any one of Europe's crack express trains and be assured of a journey that offers the discriminating vacationer the ultimate in overland travel–speed, comfort (indeed, luxury), cleanliness, sophisticated amenities and service."

"Add to this a dash of the romantic, as the continent's ever-changing scenery rolls by your picture window."

"The speeds of trains in Europe (and the U.K.) are very high. This enables the traveller to go considerable distances entirely in daylight (e.g., Amsterdam to Zurich via the Rhine Valley), the better to enjoy the scenery."

"There is something rather exciting about over-night sleeping car travel in Europe. Snug in a warm bed, you know that when you put up the blind in the morning you will see some fascinating new sight. It can also be a money-saving way to travel, for you can cut down on hotel bills – and still get a good night's sleep."

"If you cross a frontier at night you can sleep on undisturbed, as the car attendant looks after passport formalities."

Your Travel Agent can tell you more about the punctual Trains of Europe. And about the many money-saving ways of enjoying them, including Eurailpass, Student Railpass, British BritRail Pass and Irish Rail Rambler.

European Railroads, Department 170-2007
Box 70, Bohemia, New York 11716

Gentlemen,
Please send me your free brochure, "The Trains of Europe."

Name _____

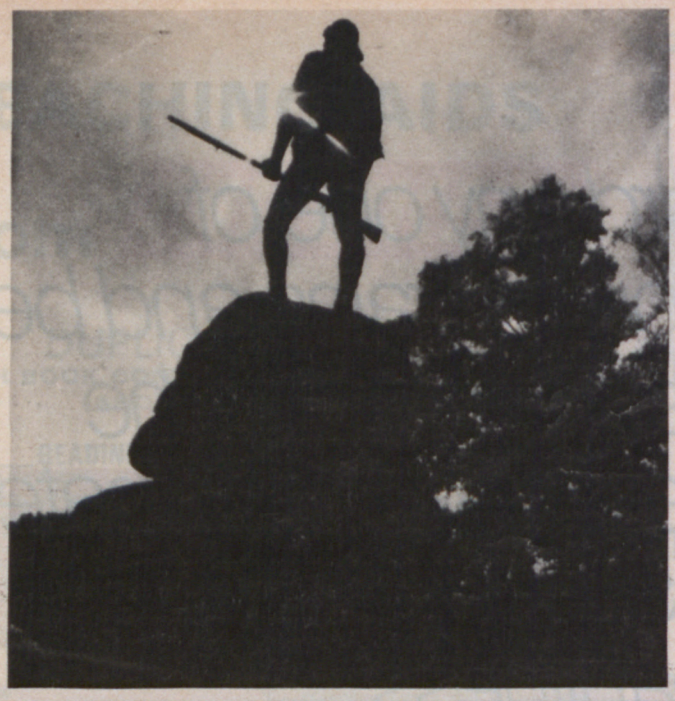
Address _____

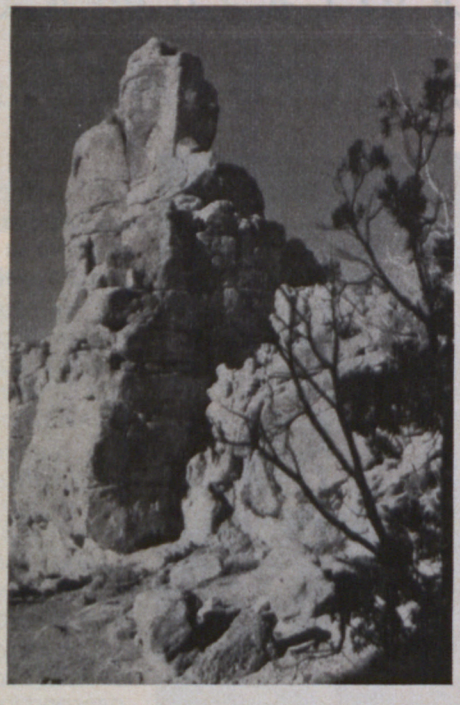
City _____ State _____ Zip _____

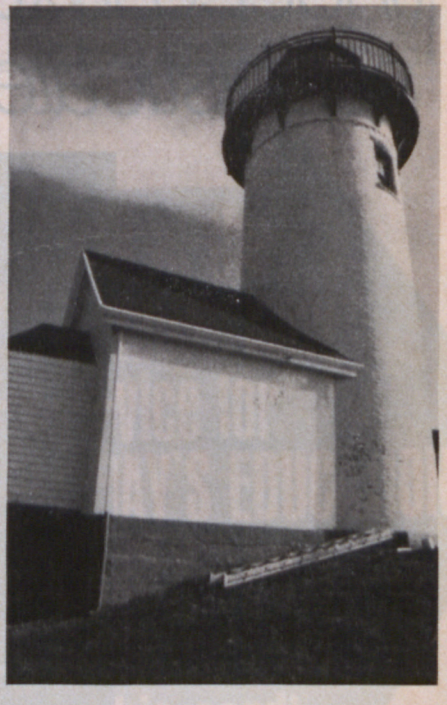
My Travel Agent is _____

THE TRAINS OF EUROPE
Ask anyone who's been there.

CIRCLE QUICK-ACTION CARD NO. 51







The Greyhound Ameripass gets you in touch with America for only $175. Take a little time to ride along.

Summer vacation is coming up soon. A time to relax. To enjoy—to enrich your background of knowledge, and reach for additional credits.

With the great Greyhound Ameripass. You can really get in touch with the people and the places that make this country strong.

With the Ameripass, you set your own schedules. Go where you like. See what you want to see.

The Ameripass, good for unlimited travel in America and Canada, is also good for special discounts on hotels, meals, sightseeing, and other good things as you travel.

There's a one month Ameripass for $175. A two month Ameripass for $250.

Either one is a wonderful way to get in touch with America.

So take a little time to ride along.

GREYHOUND AMERIPASS™

CIRCLE QUICK-ACTION CARD NO. 8

The Journal of the NATIONAL EDUCATION ASSOCIATION

TODAY'S EDUCATION

March-April 1975, Volume 64, Number 2

SPECIAL FEATURE

41 **Editor's Choice**
42 **Thinking and Learning**
51 **Satire**
52 **Mental Health**
58 **Discipline**
64 **Satire**
65 **Parent-Teacher-Student Relationships**
70 **Values**

Special Feature authors include: Carroll Quigley, David Elkind, Jerome Kagan, Blythe Clinchy, Paul Willis McKinnis, George S. Stevenson, M.D., and Harry Milt, S. Howard Bartley, Elizabeth Monroe Drews, William Wattenberg, Emelie Ruth Dodge, Teressa Marjorie Pratt, William C. Morse, John E. Motzkus, James A. Smith, Jean Mizer Todhunter, David X. Spencer, Stephen K. Bailey, Jesse Stuart, James D. Pendleton.

ARTICLES

5 **The Evils of Apartheid**
James A. Harris

20 **Letter to a Dead Teacher**
Bel Kaufman

24 **"Today's Students Are Impossible!"**
Jo Funderburg, Mentora Edwards Thompson, Barbara B. Robinson, Roger Brown, Joan M. Hashagen, Martha Williams

29 **Class Size Revisited**
Bernard H. McKenna, Martin N. Olson

32 **Fighting Reductions in Force**
Betty E. Sinowitz, Charlotte Hallam

36 **A Teacher Views Criterion-Referenced Tests**
Jean S. Blachford

38 **An Alternative to Blanket Standardized Testing**
Richard J. Stiggins

74 **The Problems of Youth**
James S. Coleman interviewed by Harold G. Shane

82 **School Vandalism**
Myron Brenton

86 **English Teaching—Yesterday, Today, and Tomorrow**
Bernarr Folta

89 **Affirmative Action**

CONTINUING FEATURES

110 After All
98 Books
104 Classroom by *Jane Tylor Field*
14 Developments
108 Law and Teacher Rights
6 Letters
81 Light Touch by *Steve Brody*
15 New NEA Materials
111 Reader Service
10 Research Clues by *Alexander Frazier*

Editor: Mildred Sandison Fenner
Executive Editor: Walter A. Graves
Senior Assistant Editor: Marion B. Tucker
Staff Writer: Elizabeth Einsiedler
Editorial Associates: Marian S. Clayton
Nancy Needham

Publisher: John D. Sullivan
Production and Business Consultant: Paul E. Bergman
Circulation Manager: R. K. Butler, Jr.
Advertising Manager: Robert F. O'Connor

DESIGN BY JAMES J. FISHER

ADVERTISING OFFICES:

Washington, DC 20036—*Today's Education*, 1201 16th St., N.W.; (202) 833-4110.

New York, NY 10017—*Today's Education*, 380 Madison Ave., 19th Floor; (212) 986-8337.

Chicago (Northfield), IL 60093—Jack Broderick, Lou Didier, Tom Smith, Don McCammon, 550 Frontage Rd., P.O. Box 327; (312) 446-9571.

San Francisco, CA 94104—Blanchard-Nichols & Smith, 582 Market St.; (415) 986-6341.

North Hollywood, CA 91602—Blanchard-Nichols & Smith, 4605 Lankershim Boulevard; (213) 877-2020.

Atlanta, GA 30342—Miller & Tillman, Inc., 130 West Wieuca Rd., N.E.; (404) 252-9588.

Boston (Lexington), MA 02173—Peter A. Boeing, 18 Muzzey St.; (617) 862-7479.

Philadelphia (Media), PA 19063—Daniel Adams, P.O. Box 197; (215) 565-2222.

Dayton, OH 45439—Peter Li, Vera Snow, 2451 E. River Road; (513) 294-5785.

The NEA Bicentennial Program—A Declaration of Interdependence: Education for a Global Community—has been officially recognized by the American Revolution Bicentennial Administration. For information about the Program, write to the NEA.

TM

Articles in *Today's Education* are the expressions of the writers and not statements of NEA policy unless set by resolution. Although advertising is screened, acceptance of the advertisement does not imply NEA endorsement of the product or of the views expressed.

Published four times a year in September-October, November-December, January-February, and March-April by the National Education Association of the United States, 1201 16th St., N.W., Washington, DC 20036. Telephone: Area Code 202, 833-4000. TODAY'S EDUCATION® goes to all members of the Association. Annual subscription price $1.05 (included in membership). Single copies $2 each. Second-class postage paid at Washington, DC, and at additional mailing offices. Copyright © 1975 by the National Education Association of the United States. All rights reserved. POSTMASTER: PLEASE SEND POD FORM 3579 (CHANGE OF ADDRESS) TO NATIONAL EDUCATION ASSOCIATION, 1201 16th ST., N.W., WASHINGTON, DC 20036. 7

"Over 50,000 Students And Teachers Save Money With Our Academic Discount Prices"

NOW YOU CAN

SAVE UP TO 50%

ON POPULAR MAGAZINE SUBSCRIPTIONS

Pay only low discount academic rates on the magazine subscriptions you purchase. We dare you to compare — and see how much you can save. Select from the largest selection of magazine subscriptions available at discount faculty rates. To order just circle the magazines you wish. You may use your Bankamericard or Master Charge account to charge your order. Unless otherwise indicated, all subscriptions are for one year. Please allow 6 to 17 weeks for delivery of the first copy, and 13 weeks for renewals. If your order is a renewal of a present subscription, enclose a copy of the mailing label used by the publisher and write the name of the magazine on that label. Your order will be acknowledged after receipt. Prices in this catalog are subject to publishers price changes.

THE POPULAR WEEKLIES

	Reg Rate	Ours
Time (27 iss.)	$ 9.35	$ 4.87
TV Guide (45 iss.)	9.50	7.70
New Yorker	15.00	7.50
Sports Illustrated (29 iss.)	7.81	4.89
New York	15.00	7.50
U.S. News & World Report	14.00	9.00
Business Week	17.00	10.00
Newsweek	16.00	12.00

POPULAR HOME MONTHLIES

	Reg Rate	Ours
Redbook	$ 6.95	$ 4.97
McCalls	6.95	4.95
Ebony	8.00	6.00
Glamour	9.00	5.50
Apartment Life (2 yrs.)	7.94	3.97
Ladies Home Journal (2 yrs.)	11.88	10.94
Parents	6.95	3.88
Mademoiselle	7.50	4.50

POPULAR INTELLECTUAL MONTHLIES

	Reg Rate	Ours
Playboy	$10.00	$ 8.50
Psychology Today	12.00	6.00
Learning: The Magazine for Creative Teaching	12.00	8.00
Harpers Monthly	8.50	4.25
Atlantic Monthly	11.50	5.75
Commentary	15.00	8.50
New Times	12.00	6.00
Consumers Reports (3 yrs.)	33.00	27.00

OTHER POPULAR PUBLICATIONS

	Reg Rate	Ours
Alive & Well (2 yrs.)	12.00	11.00
American Girl (13 iss.)	5.40	3.77
American Home (2 yrs.)	11.88	10.94
Analog	9.00	6.00
Archery World (2 yrs.)	6.50	4.85
Art in America	16.50	14.50
Audio	7.00	3.50
Baseball Digest	7.00	4.97
Basketball Digest (2 yrs.)	5.00	3.97
Bicycling (3 yrs.)	24.00	18.00
Black Collegian	3.50	2.75
Bow & Arrow (2 yrs.)	8.00	7.00
Boys Life (16 mos.)	8.00	5.84
Brides	5.00	3.00
Camping & Trailering Guide	5.50	2.75
Camping Journal	8.95	4.97
Canoe	3.50	2.95
Car & Driver	7.98	3.99
Child Life	6.95	4.98
Childrens Digest	6.95	4.88
Children's Playcraft	6.95	4.98
Childrens Playmate	6.95	4.98
Classic Collector	5.00	3.95
College	5.95	4.95
Consumers Dig. & Buy Guide	10.00	5.00
CUE: New York City's Entertainment Guide	12.00	6.88
Cycle Guide (3 yrs.)	18.00	15.00
Day Care	9.00	7.00
Decor (3 yrs.)	21.00	16.00
Downbeat (2 yrs.)	20.00	16.00
Ebony Jr. (3 yrs.)	15.00	11.00
Elementary Electronics (2 yrs.)	7.95	5.27
Ellery Queen (2 yrs.)	24.00	23.00
Encore	15.00	13.00
Environment Action Bulletin	10.00	8.00
Esquire	10.00	5.00
Essence	7.00	5.00
Exploring (3 yrs.)	9.00	7.00
Family Health	5.97	2.99
Family Houseboating (3 yrs.)	12.00	10.00
Fantasy & Science Fiction	10.00	7.00
Field & Stream (3 yrs.)	17.85	15.00
Flower & Garden (3 yrs.)	14.25	12.00
Football Digest	6.00	4.97
Forbes	15.00	12.00
Fortune	12.00	7.00
Golf	7.50	3.75
Golf Digest (11 iss.)	6.87	3.77
Good Housekeeping (3 yrs.)	21.00	18.00
Golf Journal (3 yrs.)	9.00	7.00
Gun World (2 yrs.)	15.00	12.00
Harpers Bazaar (3 yrs.)	30.00	24.00
High Fidelity	7.95	3.98
Hockey Digest	5.00	3.97
Holiday (3 yrs.)	21.00	17.00
Horse & Horseman (2 yrs.)	12.00	11.00
Horse Lovers (2 yrs.)	10.00	9.00
Hounds & Hunting	5.00	4.00
House Beautiful (3 yrs.)	30.00	24.00
Humpty Dumpty	6.95	4.88
Jack & Jill	6.95	4.98
Jet	9.00	7.50
Media & Methods	9.00	4.50
Modern Photography	7.95	3.98
Modern Screen (2 yrs.)	12.00	11.00
Moneytree Newsletter	24.00	18.00
Moneysworth	10.00	5.00
Motor Boating & Sailing (4 yrs.)	40.00	30.00
Motorhome Life & Camper Coachman (3 yrs.)	19.50	15.00
Motor Trend (3 yrs.)	22.50	16.00
MS Magazine (3 yrs.)	27.00	23.00
National Lampoon (3 yrs.)	23.85	18.00
National Observer (3 yrs.)	21.00	18.00
New Republic	15.00	10.00
Organic Gardening (2 yrs.)	13.70	12.25
Oui	10.00	8.50
Outdoor Life	6.00	3.00
Plane & Pilot	7.95	6.70
Playboy (3 yrs.)	30.00	24.00
Popular Dogs (3 yrs.)	30.00	25.00
Popular Mechanics	5.97	2.99
Popular Photography	7.98	3.99
Popular Science	6.94	3.45
Powerboat (3 yrs.)	21.00	16.00
Prevention (2 yrs.)	13.70	12.25
Radio Electronics	7.00	5.25
Railroad Model Craftsman	6.00	4.95
Ramparts	9.50	5.95

For More Special Discount Offers
Please Send 25 Cents For Full Catalog

The Cost Of Subscriptions To Professional And Technical Journals Is Tax Deductible *(we'll be happy to send you a detail explanation of this – upon your request)*

COMPLETE THIS ORDER BLANK AND MAIL TO:
STUDENT AND FACULTY PERIODICALS SERVICE
(A division of Synergetic Marketing Corp.)
P. O. BOX 3434 • SEMINOLE, FLORIDA 33542
CORPORATE OFFICES LOCATED AT 10629 BAY PINES BLVD., ST. PETERSBURG, FLA. 33708

Name _____

Mailing Address for magazines _____ Apt. ____

City _____ State _____ Zip_____

☐ *Check Enclosed* TE 375
☐ *Charge My Credit Card*

BANKAMERICARD
CARD NUMBER _____ EXPIRE DATE _____

MASTER CHARGE
CARD NUMBER _____ EXPIRE DATE _____ INTERBANK NO. _____

On all orders, please add the following processing and handling costs:

Under $5.00	Add $1.00	$10.00-$15.00	Add $ .50
$5.00-$10.00	Add .75	$15.00 and up	No Charge

I am a ☐ teacher ☐ administrative staff member ☐ student at _____
NAME OF SCHOOL OR UNIVERSITY

If Student — Date You Expect To Graduate _____

OUR SPECIAL *"we dare you to compare"* GUARANTEE

Student and Faculty Periodicals Service guarantees that the prices quoted for the publications listed on this price list are, to the best of our knowledge, the lowest current prices, on a cost per copy basis, at which these publications are sold anywhere in the United States. If you can show where any publication is currently offered at a lower cost per copy, we will accept the subscription at the lower rate. This guarantee holds true at the time of purchase and for 30 days thereafter. Furthermore, we guarantee our service. If any publication you order from this catalog does not arrive, we guarantee that upon receipt of your notification, we will notify the publisher, and, if the publication cannot be started on a timely basis, we will credit your account with the full purchase price you paid, or issue a refund to you — upon your request.

Prices As of 1/15/75

© Synergetic Marketing Corporation 1975

GENERAL FOOTNOTE. The prices shown in the regular rate columns for all subscriptions over one year in length are a multiple of one year regular rate price. Additionally, our guarantee, as outlined above, is our total guarantee and warranty. Because we are a middleman, and not a publisher or publishing house, once we have placed a subscription for any customer and the first issue has been received, of necessity, we can in no way guarantee or warrant service of the U. S. Postal Service, nor do we warrant that any individual publisher will remain in business, nor do we warrant that you as a customer will enjoy reading any individual publication that you choose to order. Additionally, please note, as stated above, all prices in this catalog are subject to publishers price changes. Because we are living in an inflationary era, we expect at least one price change per publication per year. Because of this, if we receive an order from an out-of-date catalog, we reserve the right to process the order and bill the customer for any difference in price or to refund any price reduction between the old and current prices.

"Serving the Educator and Student Market Since 1968"

Cut Along This Line

Cut Along This Line

EDITORIAL

The Evils of Apartheid

By **JAMES A. HARRIS**
NEA President.

The UN has designated this decade as the time to eliminate racial discrimination, which is prevalent throughout the world.

Most nations have decried the apartheid policies of the Republic of South Africa. The 1974 NEA Representative Assembly condemned apartheid in the Republic of South Africa; the NEA Board of Directors has affirmed several actions to combat it.

Apartheid, sometimes called "separate development" or "multinationalism," is a state policy that prescribes racial segregation and authorizes educational, political, and economic discrimination against Africans (Blacks), Coloureds, and Indians (Asians). South Africa's 4 million whites comprise about 18 percent of the population.

Education is a neglected area for the Africans under apartheid. According to the African Teachers' Association of South Africa, in 1972, less than 2 percent of the African school population attended secondary or technical schools, and the number of African university graduates was insignificant. The average per capita expenditures at the elementary and secondary level were 18 times more for white students than for African students.

South Africa has restrictive laws which are unbelievable. A 1971 UN report provides examples of the effect of apartheid legislation in practice, some of which follow:

An African who was born in a town and lived there continuously for 50 years, but then left to reside elsewhere for any period, even two weeks, is not entitled as of right to return to the town where he was born and to remain there for more than 72 hours unless he has obtained a permit.

No African, lawfully residing in a town by virtue of a permit issued to him, is entitled as of right to have his wife and children residing with him.

Without a warrant and "at any reasonable time of the day or night" any policeman is entitled to enter and search premises on which he has reason to suspect that any African youth (18 years of age) is committing the criminal offence of residing with his father without having been issued with the necessary permit to do so.

Any municipal council may, with the approval of the Minister of Bantu Administration and Development, at any time, require all African residents in the municipal area who do not own land and are not employed there to leave the area although they have resided there continuously for 50 years.

A labour office may, at any time, cancel the employment of an African who works in a town, no matter how long he has been employed, even though his employer opposes the cancellation. An African whose employment has been cancelled may be removed from the town where he worked and prohibited from returning to that town for such period as the labour officer specifies.

An African factory worker who calls on other workers to strike for an increase in pay commits a criminal offence punishable by a fine not exceeding $700 or imprisonment for not longer than three years, or both such fine and imprisonment.

An African factory worker who is absent from work for 24 hours without permission, in addition to being dismissed, (a) may be fined by a government inspector an amount not more than $2.80, which is withheld from his wages, and (b) is guilty of a criminal offence punishable by a fine of not more than $70 or imprisonment for not longer than three months.

The Minister of Labour, acting on the recommendation of the Industrial Tribunal (which consists of five white members appointed by him), may at any time (a) reserve any specified class of work for white persons only; (b) prescribe the percentage of Africans permitted to be employed by any employer; (c) prohibit any employer from replacing white employees by African employees.

An African living in a town who, without being paid for his services, conducts a class in reading and writing in his own home for a few of his African friends is guilty of a criminal offence.

A white man who spends a few hours each week in his own home teaching his African servants to read is guilty of a criminal offence.

An African religious minister who conducts regular classes for his congregation, in which he teaches them to read the Bible, is guilty of a criminal offence.

An African student who attends even a single lecture in a course at the University of Cape Town without the permission of the Minister of Bantu Education is guilty of a criminal offence.

An African who writes "Down with *Apartheid*" on the wall of the house of any person is guilty of a criminal offence.

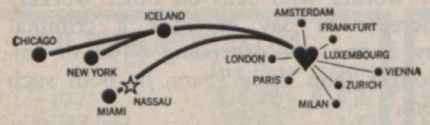
The evils of apartheid are apparent. Every teacher has the responsibility to combat racism here at home, to let students know about apartheid, and to indicate the many discriminations practiced here and abroad.

The Universal Declaration of Human Rights, adopted in 1948, declares that the "recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world." As we teach this and the ringing assurance of our own Declaration of Independence that "all men are created equal," we as teachers must do all we can to point out the meretricious effects of discrimination in all forms. Knowing about and teaching about apartheid can help eliminate this scourge.

The NEA is actively engaged in combating discrimination here and abroad. Together we can make this the decade that does eliminate racial discrimination. □

EUROPE

Tours at prices you can afford!



Our lowest-cost tours to Europe give you economy and quality.

Rates below are from NEW YORK, per person, double, in APRIL and MAY, including round-trip jet to Luxembourg in the heart of Europe. Add $71 to $94 from Chicago.

$317 Europe by car
One week, car, unlimited mileage in April. From $395 in May, and lowest-cost 2 & 3 week tours.

$347 Europe by rail
One week, unlimited mileage in April. Also, lowest-cost 2 & 3 week rail tours.

$620 To five European Capitals!
Escorted 15-day tours to London, Paris, Amsterdam, Brussels, Luxembourg. Many fine features.

$680 To exciting Eastern Europe!
Escorted 15-day tours to Austria, Hungary, Czechoslovakia, Germany. Two meals daily, other features!

MANY OTHER TOURS!—Holy Year! Gourmet! Camping! Yugoslavia and the Alps! France/Spain/Italy! Rates based on group inclusive tour fare open to individuals. Add $15 each way weekends on 2 & 3 week tours. Prices subject to change.

SEE YOUR TRAVEL AGENT

5001

To: Icelandic Airlines TE
630 5th Ave., N.Y., N.Y. 10020
Phone (212) 757-8585

Please send folders on lowest-cost fares and tours to Europe from ☐ New York, ☐ Chicago, ☐ Miami/Nassau.

Name_____

Street_____

City_____

State_____ Zip_____

My travel agent is_____

ICELANDIC
Lowest Jet Fares To Europe, Of Any Scheduled Airline

CIRCLE QUICK-ACTION CARD NO. 54

LETTERS

Censorship

"What To Do Before the Censor Arrives" (January-February) failed to do justice to the complex issues censorship in the schools involves. Do Mr. Donelson and the reactors to his article deny that certain materials may be inappropriate for treatment at certain levels? Or that some materials may not belong in the classroom at all? As professionals, we must address ourselves to such questions. Failing to do so only multiplies the likelihood that outside censorship will become a reality.

While paying lip service to legitimate parental concerns, Mr. Donelson and the reactors ultimately seem content simply *informing* parents of what the teacher is doing and why. But wouldn't it be wiser to consider, and even solicit, community input in reaching curricular decisions—especially in such sensitive areas? Not all of those seeking review of instructional materials are prudes, Bible thumpers, and flag-wavers. Many are concerned, reasonable people with something to say.

Mr. Donelson and the reactors referred to such challenges and controversies as attacks on the curriculum. Characterizations like this tend to freeze educators into a narrowly defensive posture, a siege mentality, that ultimately will do none of us any good.

—William E. Sheerin, *social studies teacher, Yorktown (New York) High School.*

I respect the restraint with which Mr. Donelson writes on so provocative a subject as censorship. Indeed, there can be nothing more frustrating to the English teacher than playing psychologist to a group of ailing parents and grieving school committee members whose literary credentials have to be suspect in the first place.

It seems to me that the very issue of censorship itself, rather than any particular instance per se, is the case that must be taken to the public if the virtual incrimination of literary people is ever to know surcease.

Assuredly, there will always be critics of any program, and there is no reason why there should not be. What the public must be made to realize, however, is that there is a very great distinction between criticism and the extreme measure of censorship. The critic is one who renders an enlightened appraisal of a book based upon a thorough understanding of the subject matter and other works of a similar nature. The censor, on the other hand, is one who passes definitive moral judgment on a book in light of his not necessarily well-informed conscience.

A censor, therefore, approaches literature with a deep-rooted bias, unwilling to accept any book that is not in conformity with his preconceived notions of acceptability. His ultimate goal is to remove all *bad* books from a given curriculum; to create a second Eden, as it were, in the classroom; to eliminate the element of choice altogether.

The answer to this problem is obviously to confront the public on the issue of censorship, to establish a criterion by which the English teacher can proceed unhampered to organize a comprehensive program of study without the fear of intimidation, to offer the very best English program according to established standards of good literature. Let us, as professionals, assume command of the classroom and get back to the business of literature again.

—Michael F. Stone, *South Yarmouth, Massachusetts.*

Professional Partners

The implications of the title of the special feature, "Some Professional Partners" (November-December), and the message in many of the articles in the feature are that specialists complement each other in their contributions to an integrated approach to helping children. However, this kind of partnership simply does not exist in most schools because:

1. Not enough time is provided for interdisciplinary conferences.

2. Diagnosis of a child with special problems often requires referral to nonpedagogical professionals who are removed from the day-to-day problems of classroom teaching and management. For example, a hyperactive child may be referred initially to the school psychologist. The psychologist may subsequently refer the child to a neurologist, who places the youngster on medication for behavioral control without any program for followup and feedback by the teacher.

3. The burden of initial identification of a problem often falls on teachers inadequately prepared for their role.

4. Few training programs for specialists offer interdisciplinary cores of instruction which prepare specialists to understand the extent to which treatment and remedial approaches they use complement those of other specialists.

(Continued on page 8)

Why Diners Club wants to pay $5 towards the cost of your American Express card.

Diners Club and American Express cost the same: $20 a year.

But, at Diners Club, we don't think that's very logical. After all, Diners Club is honored at so many more places around the world. Tens of thousands of places.

So, by simple economics, American Express should cost you less.

Of course, we can't tell another company what to charge you. But we can do the next best thing.

Diners Club will pay you $5 towards the cost of your American Express card—when you try ours.

That way, your American Express card will effectively cost you only $15 for the year. Less than Diners Club, which is how we think it should be.

See for yourself what Diners additional places will mean.

You'll have both cards. To use and to compare.

Compare them in Europe, for example. In France, where Diners Club is accepted at more restaurants star-rated by *Guide Michelin,* world's most renowned restaurant guide.

Compare them in all of Asia, Africa and Latin America. You'll find Diners Club at many more places.

And, needless to say, Diners Club is honored throughout the United States. Where we originated the executive card.

Of course, you can make do with your American Express card alone. But not having Diners means having no card at all in tens of thousands of important places. It could mean passing up some very nice restaurants, shops and places to stay—unless you're prepared to pay cash.

You may find our membership requirements somewhat strict. With more places, we do have to be more careful.

But, if your application is approved, you'll get two important things:

The world's most honored executive card.

And a $5 refund for the one you have that *isn't* the world's most honored.

Why not mail the application now—and see for yourself while we pay you $5 towards the cost of your American Express card?

DINERS CLUB
First around the world for a quarter of a century

To qualify for this offer, application must be received on this form by ***May 1, 1975.*** *American Express cardholders may apply whether they paid $15 or the new $20 rate.*

My American Express Card no. is _____ It expires MONTH _____ YEAR _____

DINERS CLUB
P.O. Box 17-D, Denver, Colorado 80217
(PLEASE PRINT ANSWERS TO ALL QUESTIONS)

20-87-994

$5

FOR OFFICE USE ONLY

1. ☐ Individual Account—mail bill to residence ☐ Individual Account—mail bill to office ☐ Check here to receive information on a Corporate Account

2. ☐ Mr. ☐ Miss ☐ Mrs. ☐ Ms. | First Name | Middle | Last | Date of Birth Month Day Year | Spouse's Name

Home Address: Street | Apt. | City | State | ZIP Code

Years at Present Address | Own Home ☐ Rent ☐ | Telephone (include area code) | Number of Dependent Children | Social Security Number

Previous Home Address: Street | City | State | ZIP Code | Years there

3. Firm Name or Employer | Nature of Business | Position

Address: Street | City | State | ZIP Code

Telephone (Include Area Code) | Years with firm | Annual Earnings $ | NOTE: If less than $10,000, indicate am't and source of other income, and name and address of banker, broker or att'y who can confirm this.

Amount and Source of other income

Banker, Broker or Att'y: Firm | Address | City | State | ZIP Code

Previous Employer (if employed by above less than 3 years) or College/University if Recent Graduate | Yrs. with firm or yr. graduated

Name and Address of Personal Reference (not living with you)

4. Name of Bank | Branch Address | Acct. Number

Type of Account: ☐ Checking ☐ Savings ☐ Loan

Name of Bank | Branch Address | Acct. Number

Type of Account: ☐ Checking ☐ Savings ☐ Loan

Department Store Accounts

Oil Company Accounts

Other Credit Accts:
☐ American Express
☐ Carte Blanche
☐ Bank Americard
☐ Master Charge
Other: _____

Former Diners Club member? ☐ Yes ☐ No

5. $20 FEE: covers 12 months' membership from date card is issued. One full year's subscription to Signature, the Diners Club Magazine, at $4 is optional. Do **NOT** enclose check—we will bill you later. (Check one:)
☐ $20 Fee (Membership only) ☐ $24 Fee (Includes Signature Magazine)

The applicant and any add-on applicants authorize the investigation of their credit worthiness, and the renewal and replacement of any cards issued. The applicant assumes joint and several responsibility for all charges incurred by use of the cards and each add-on applicant assumes joint and several responsibility for all charges incurred by use of the card issued in the name of said add-on applicant.

Send me an additional Diners Club Card at $7.50 for a member of my family.

First Name | Middle | Last | Signature of Add-on applicant | Relationship

X

Please send me____forms for additional cards for members of my family.

X _____
Signature of Individual Applicant | Date

(HAVE YOU SIGNED THIS APPLICATION?)

LETTERS
(Continued)

To improve the situation:

1. Professional licensing requirements could be changed to include interdisciplinary courses and seminars.
2. Institutions providing training programs could take the initiative in establishing cores of instruction in the interdisciplinary model.
3. School systems could provide time and opportunity for specialists and teachers to exchange relevant information.

—Corinne J. Weithorn, *assistant professor of education, Queens College, City University of New York.*

I was disturbed because the library-media specialist was not included as a "professional partner."

—Mary Eble, *library-media specialist, Fairview High School, Fairview Park, Ohio.*

I was deeply disturbed by the lack of an article concerning the role of the vision specialist.

—Richard W. Dalton, *Program for the Visually Impaired, Bucks County (Pennsylvania) Schools Intermediate Unit No. 22.*

I was greatly disappointed that the feature did not include an article dealing with school attendance.

—Salvatore Guli, *attendance teacher, Comsewogue School District, Port Jefferson Station, New York.*

Do other readers feel the need for a special feature dealing with specialists not included in the November-December feature? Write and let us know.

Tired and Frustrated Teachers

I found David W. Adams's article (January-February) most interesting and informative. However, I was shocked that Mr. Adams failed to include in his list of conditions that make teaching in the public schools especially difficult the most frustrating condition that exists in all urban and many suburban schools: the inability of the schools to deal with severe disciplinary problems.

As a delegate to both the NEA and AFT national conventions this past summer, I had the opportunity to speak with many colleagues from all over the country. Whenever the topic of conversation turned to problems of teachers, the first one mentioned was discipline.

—Marc A. Haken, *Queens Village (New York) Junior High School 109.*

For articles on discipline in this issue, see pages 20-28, 58-63, and 82-85.

Today's Education Reprints

Reprints of the following popular *Today's Education* articles are now available:

- "Citizen Action Can Turn Things Around" by John W. Gardner. (Z-0948-7-OE)
- "How To Innovate Successfully" by Daniel S. Arnold and Audrey Goodloe. (Z-0945-2-OE)
- "Humanism and the American Work Ethic" by Erwin R. Smarr, M.D., and Philip J. Escoll, M.D. (Z-0947-9-OE)
- "Opinions Differ on Black Studies" by Thomas Sowell and Ronald Beresford Bailey. (Z-0944-4-OE)
- "Strategies for Developing Values" by Jack R. Fraenkel. (Z-0946-5-OE)
- "Truth in Government" by Norman Cousins. (Z-0949-5-OE)

Prices: 1-9 copies, 50 cents each

Prepackaged sets are available in the following quantities:

10 copies, $4.50; 30 copies, $12; 50 copies, $17.50; 100 copies, $25; 500 copies, $75.

Send payment with your order to: NEA Order Dept., The Academic Building, Saw Mill Road, West Haven, CT 06516. (Be sure to indicate stock number. Orders for $6 or less must be accompanied by payment.)

STAY WITH THE FUN

at the NEWPORT RESORT MOTEL

On the Ocean
167th Street, Miami Beach

- FREE — Self-parking (underground). Color TV, radio, refrigerator, in every room. 1000 ft. fishing pier.
- Saunas, solaria, health club. Racquet and athletic club, 2 championship tennis courts and pro. Handball, basketball court • Summer/Fall Golf Privileges.
- 800 ft. beach. Heated adult and children's pools. Playground, supervised Day Camp for children.
- Free Children's Counselor and Nursery.
- Home of the famous 7-Seas Lounge — Top entertainment. Rhum Bar. Restaurant, Coffee Shop.

Miami Beach's swingin' "in" place—
all fun and informality!

Phone: TOLL FREE: (800) 327-5476 or COLLECT: (305) 949-1300

"NOW, THIS NEXT ONE. . . ."

One of my fourth grade students had been having a particularly hard time with "long" multiplication. For a week or more during our arithmetic period, he had been at my elbow every few minutes, assignment in hand, always with the same opener, "Now, this next one. . . ." Again and again I had gone through the explanation step by step hoping against considerable odds that maybe he'd finally catch on and be able to go on with the rest of the assignment independently.

After about 10 long, laborious sessions in one math period alone, he came to me still another time, and I simply could not rise to the occasion. Seeing a chance for a half hour's reprieve, I said, "Look, Donald. It's lunchtime now. Come back after you've eaten, and we'll go at this again."

No sooner had I ushered the class to the lunchroom, washed my hands, and returned to my desk for a hurried snack, than Donald was at my elbow.

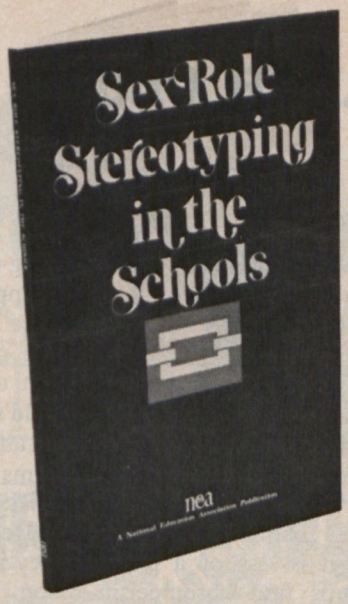
"Now, this next one. . . ."

I glanced at the clock and said quite pointedly, "Well, I had all of six minutes for my lunch."

He studied the clock for a moment, wiped his mouth on his sleeve, and replied, "So did I. Now, this next one. . . ."

—Aure Sheldon, *third grade teacher, Pisgah Forest Elementary School, Transylvania County, North Carolina.*

"The guidance counselor must be helping me. Today I like myself but can't stand you."



Sex Role Stereotyping in the Schools directs its readers to see sexism in an objective light . . . to examine what's happening in the schools . . . to encourage children to follow their interests and abilities as independent human beings, rather than as girls or boys.

Authors of the collected essays in this book include Betty Levy, Gail T. McLure, Phyllis Zatlin Boring, Lynne B. Iglitzin, Sheila Tobias, Kathryn F. Clarenbach, Barbara Cook, Rose M. Somerville, and Dorin M. Schumacher.

Sex Role Stereotyping in the Schools is a book devoted to one fundamental concept: the right of each individual to attain maximum development according to her or his abilities, desires, efforts, aspirations—not according to a social or sexual role prescribed by society.

Mail to: **NEA ORDER DEPARTMENT**
Academic Bldg., Saw Mill Road
West Haven, CT 06516

Sex Role Stereotyping in the Schools

0578-3-0F	Paper edition	2.50
0577-5-0F	Cloth edition	4.00

Name

School (if to be shipped to school address)

Address

City, State, ZIP

☐ Payment enclosed.

RESEARCH CLUES

By ALEXANDER FRAZIER
Professor of Education, The Ohio State University, Columbus.

How serious a problem is student absenteeism?

Nearly three-fourths of Ohio's senior high school principals profess that absenteeism is a problem in their schools. Middle school and junior high heads say it is less of a problem. Both groups find absenteeism on the increase.

Growth in absenteeism is attributed, first, to changing public attitudes and, second, to court inefficiency in handling truancy cases. The third reason cited is the "failure of educational programs to have meaning for students."

A reduction in the compulsory school age heads the list of ways these principals think the situation could be improved.

See "Student Absenteeism: A Growing Problem." *Ohio Schools* 52: 18-20; November 8, 1974.

Does the sex of the teacher affect children's achievement?

The present attempt to establish relationships between achievement, sex of pupils, and sex of teachers yields no support for this idea. In nearly 100 Albuquerque classrooms, girls were found to excel boys in language arts and boys to excel girls in science, without regard to whether the teacher of the subject was a man or a woman.

See Morris A. Forslund and R. E. Hull. "Teacher Sex and Achievement Among Elementary School Pupils." *Education* 95: 87-89; Fall 1974.

What do we need to know about how children learn to read?

We know who presently doesn't learn to read easily—a good many boys, too many children of the poor, and some children for whom the school language is not the language used at home. But as this British review of recent experimental studies makes clear, attempts to do something about better teaching have been disappointing. The reviewers suggest three lines of investigation as promising: relationship of language acquisition to learning to read, nature of a child's use of cues in reading, and an analysis of the reading process in terms of competencies instead of deficiencies.

Dead ends in reading research, they indicate, include further exploration of environmental variables as between poor and good readers, relationship of emotional problems and reading difficulties, and which of the now available methods works best.

See R. Maliphant and others. "Acquiring Skill in Reading: A Review of Experimental Research." *Journal of Child Psychology and Psychiatry* 15: 175-85; July 1974.

To what extent do world history study materials challenge students to think?

In this analysis of nine sets of world history text materials, tasks set for students (questions, exercises, suggested activities, and items on tests) were found to center almost entirely on knowledge and comprehension. For the sets as a group, less than 2 percent of the tasks were found to call for application, analysis, synthesis, or evaluation by the students.

See David Trachtenberg. "Student Tasks in Text Materials: What Cognitive Skills Do They Tap?" *Peabody Journal of Education* 52: 54-57; October 1974.

What do parents want to know about their children's school performance?

The scope of this study is very limited—20 parents in one K-6 school. But some of the findings may be indicative of what many parents want to know about their children's school performance.

All but two parents feel it would be desirable to know IQ scores, and all feel they would like to know results of standardized achievement tests. They also very much want information about schoolwork in reading and language arts, then information about their children's performance in math, and then in the arts.

See John H. Crotts and J. T. Goeldi. "An Investigation of Parent-Teacher Conferences in the Elementary School." *Illinois School Research* 11: 18-26; Fall 1974.

Is boredom a factor in boys' reading test scores?

When the content is of high interest to them, boys do much better on tests of reading comprehension than when the content is of low interest to them. That is the key conclusion of this well-designed study of Illinois fifth graders. Girls do better, too, on high-interest materials. However, they excel boys greatly in getting the gist of low-interest materials.

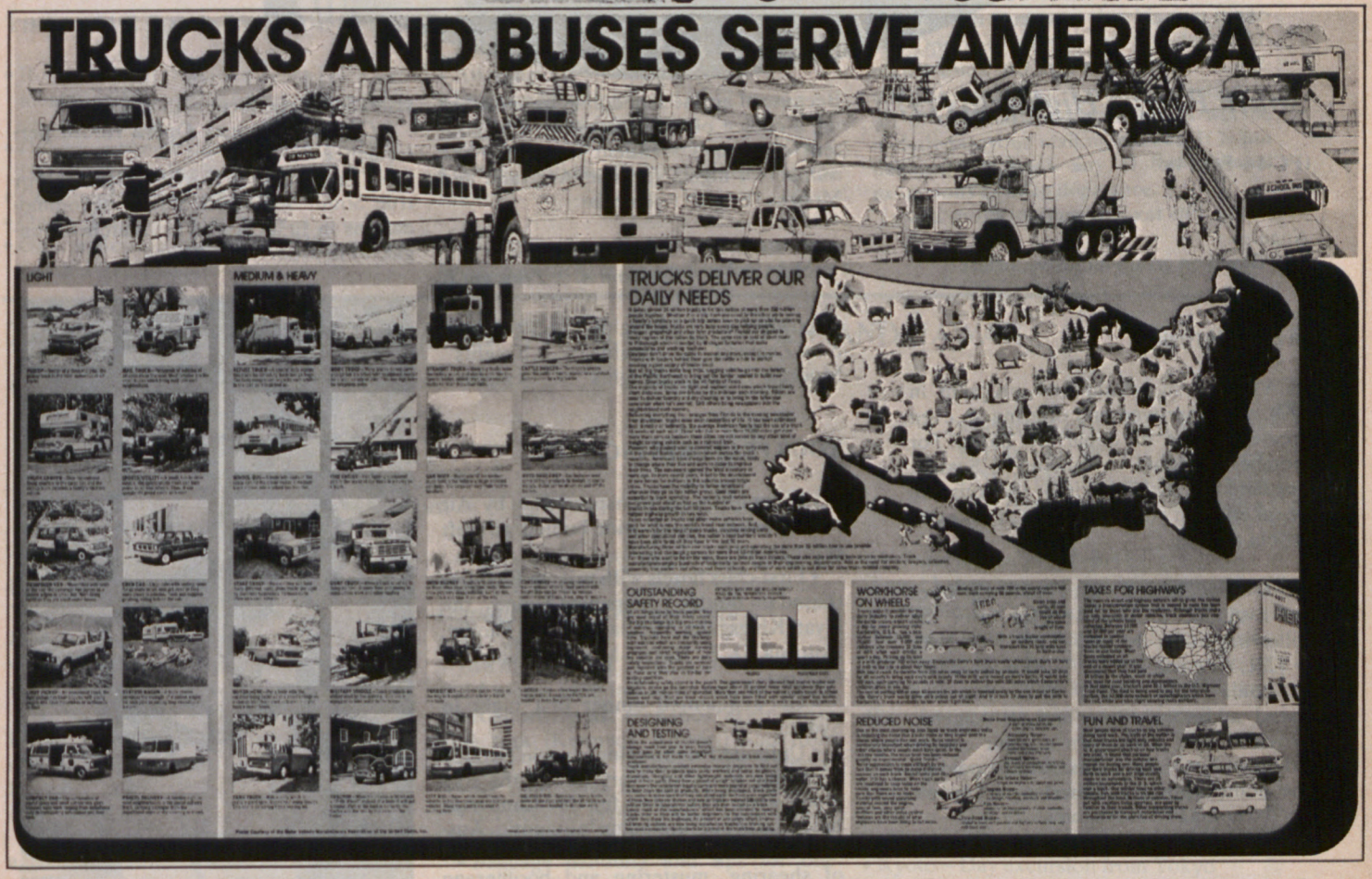
Have boys been role-typed into rejection of "boring" schoolwork? Or could it be that interest ought to play a more vital role in the preparation (and selection) of what is to be read?

The matter of sex differences in reading achievement may need reexamination, according to the researchers.

See Steven R. Asher and R. A. Markell. "Sex Differences in Comprehension of High- and Low-Interest Reading Materials." *Journal of Educational Psychology* 66: 680-87; October 1974.

Correction. In the November-December column, the Northwest Regional Educational Laboratory was wrongly named as sponsor of the Course Goals Projects, which was in fact a cooperative venture of three Portland, Oregon, area school districts, with NREL serving as disseminator of information about the Project. The lists of outcomes were defined by teachers and curriculum specialists in the districts and are regarded as open-ended and under continuing development.—**A.F.**

Your Class Should Know How...



Trucks and buses capture a child's imagination early in life. But children don't understand how trucks and buses serve us daily.

That's why the Motor Vehicle Manufacturers Association has produced this full color 35" x 22" poster **TRUCKS AND BUSES SERVE AMERICA.** It tells about the different kinds and sizes of truck and buses in use in America today. Pictures of pick-up trucks, campers, tractor trailer rigs, school and passenger buses, fire engines, and others are displayed along with a map on product shipments and separate issues relating to truck usage.

Mail this coupon today for your free poster. Also included are teaching aids for grades one through six and additional source information regarding the truck and bus manufacturing and usage industries.

MVMA
MOTOR VEHICLE MANUFACTURERS ASSOCIATION
of the United States, Inc.

FREE COLOR POSTER

MOTOR VEHICLE MANUFACTURERS ASSOCIATION,
of the United States, Inc.
Education Department
320 New Center Building, Detroit, Michigan 48202

☐ Please send Me Free Truck Poster and Teaching Aid:

Name _____
(Please Print Plainly)

School _____

Address _____

City _____

State _____ Zip _____

Grade _____ No. Pupils _____

(Offer Limited to U.S.A. and Canada)

CIRCLE QUICK-ACTION CARD NO. 15

Passport To The World

These tours are part of the only travel program officially sponsored or approved by the National Education Association.
NEA TRAVEL, SUMMER 1975

South Pacific Highlights 1975

(PC-1—PC-14)

$995 (plus 10% tax and service) From Los Angeles.
Based on group-inclusive airfare.

16 Days, 14 Nights

NEA's most successful new program in 1974, now improved and offering an even greater choice of departure dates. For members residing in Vancouver, Seattle, Portland and San Francisco, the tour can be taken from your home city at no extra cost in airfare.

NOTE: Special low-cost round trip fares are available to Los Angeles from the following cities: Boston—$231; New York—$221; Detroit—$179; Chicago—$158; St. Louis—$149; Dallas—$126. You may spend additional time in Los Angeles, provided that you return to your city of origin within 35 days. Tax must be paid on the domestic ticket, however, if you exceed 6 hours in Los Angeles.

Program A

PC-1 June 30-July 16
PC-3 July 7-23
PC-5 July 14-30
PC-7 July 21-Aug. 6
PC-9 July 28-Aug. 13
PC-11 Aug. 4-20*
PC-13 Aug. 11-27

Program B

PC-2 June 27-July 13
PC-4 July 4-20
PC-6 July 11-27*
PC-8 July 18-Aug. 3
PC-10 July 25-Aug. 10
PC-12 Aug. 1-17
PC-14 Aug. 8-24

Because of airline scheduling we are offering a choice of two itineraries. The content of each is identical except for the number of nights spent in Australia and Moorea (French Polynesia):

	Program A	*Program B*
Australia	6 nights	5 nights
New Zealand	5 nights	5 nights
Moorea	3 nights	4 nights

TOUR FEATURES INCLUDE:

- Round-trip air transportation by Air New Zealand using wide-bodied aircraft throughout.
- First-class hotels with private facilities (based on double occupancy) Sydney, the Hyatt Kingsgate; Auckland, South Pacific; Rotorua, D. B. Hotel; Moorea Village in Moorea
- Get-acquainted dinner first night in Sydney
- Unlimited sightseeing pass in Sydney providing tours for every day of the stay if you wish. Examples: full-day Canberra; bush barbecue including authentic Australian Sheep Station for demonstrations of shearing, mustering and boomerang throwing; and several half-day tours which include the Opera House. Complete list furnished upon registration.
- Auckland city tour
- Waitomo Caves and Glow-Worm Grotto with lunch
- Rotorua — Maori Village, thermal areas, Rainbow Trout Springs
- Attend Maori dance performance
- Half-day Circle Island tour of Moorea; flower lei greeting on arrival and shell lei on departure

NEW FEATURES FOR 1975:

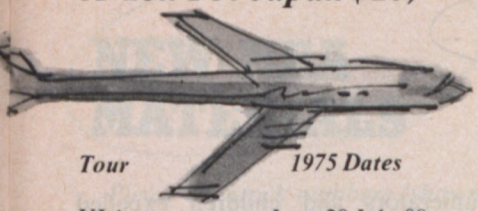
- Get-acquainted dinner in Sydney
- School visits in Australia and New Zealand
- One extra day in Rotorua for school visit and independent activities
- *Optional*—Sydney Opera House performance
- Visit Moorea in French Polynesia. For true South Sea Island flavor, accommodations in first-class *fares* (thatched bungalow) in Moorea.

***ACADEMIC CREDIT:** Available through Western Illinois University on both the graduate and undergraduate levels. Registration for credit is optional. Price shown does not include tuition or matriculation fees. For information on course requirements, tuition and registration for credit, write directly to: Dean of International Services, Western Illinois University, Macomb, Illinois 61455.

Optional Tours: Note that optional tours to other parts of Australia can be arranged upon request directly through Australian Travel Service in Los Angeles.

IT5TE1NA01/2

A Yen For Japan (YJ)



11 Days, 9 Nights

Tokyo, Japan

Chartered Japan Air Lines DC-8 Jet

Tour	*1975 Dates*	*Departure Cities*	**Price*
YJ-1	June 28-July 08	Atlanta	$695.00
YJ-2	July 08-July 18	Los Angeles	$595.00
YJ-3	July 18-July 28	New York	$695.00
YJ-4	July 28-August 07	Chicago	$655.00
YJ-5	August 07-August 17	New York	$695.00
YJ-6	August 17-August 27	Chicago	$655.00

Add 10% tax and service charges to above prices.

THE ABOVE TOURS INCLUDE

- Round trip via Japan Air Lines DC-8 jet; meals and complimentary beverages served in flight.
- Deluxe accommodations at IMPERIAL HOTEL, new wing in Tokyo.
- Continental breakfast daily.
- One welcome cocktail party.
- One welcome dinner at Chinzanso Garden Restaurant.
- Half-day sightseeing in Tokyo by deluxe motor coach.
- All transfers.
- Baggage handling.
- Local taxes and gratuities.
- Complimentary flight bag upon arrival.
- Orient Holiday hospitality desk at the hotel.

Participants must fly *westbound* and *eastbound* together on dates of selected tour.

Departure times to be announced approximately one month prior to departure.

Transportation Cost Information: Air transportation will be via Japan Airlines, DC-8, affinity charter basis, with a capacity of 132 seats. Land cost: YJ-1, -4, -6: $238.50; YJ-3, -5: $256.50; YJ-2: $246.50, each including tax and service. Air portion: YJ-1: $524; YJ-2: $406; YJ-3, -5: $506; YJ-4, -6: $480. The NEA administrative fee is $2. Airfare portion is subject to increase on a pro rata basis should the number of participants be less than 132.

OPTIONAL ADDITIONAL TOURS:

The 11 days are left fairly unstructured to enable each person to plan his own itinerary. Optional half-day and full-day sightseeing tours are available as well as a 2-day trip to Kyoto. Upon registration, a list of optional tours with prices will be included in your mailing packet. **It is not necessary to book any of the optional excursions prior to departure.**

Totems, Buddhas, and Pele (AJH-1/4) ALASKA, JAPAN, AND HAWAII

Tour Code	*1975 Dates*	*Departure City*	*Price*
AJH-1	July 15-July 29	New York	$995.00 plus 10% tax and service
AJH-2	July 18-August 1	Chicago	$951.00 plus 10% tax and service
AJH-3	August 1-August 15	Chicago	$951.00 plus 10% tax and service
AJH-4	August 12-August 26	New York	$995.00 plus 10% tax and service

Transportation (AJH)

Roundtrip jet transportation from New York/Chicago — Anchorage — Tokyo — Honolulu — New York/Chicago via Northwest Orient Airlines or other major scheduled carrier.

Price is based on sharing twin-bedded room accommodations in hotels as follows:

- 3 nights in Anchorage at the Anchorage Holiday Inn – First-class
- 5 nights in Tokyo at the Imperial Hotel (New Wing) — deluxe
- 5 nights in Honolulu at the Hilton Hawaiian Village — deluxe
- Half-day city tour in Tokyo
- Half-day city tour in Honolulu
- Complimentary flight bag upon arrival in Tokyo

Features Included In Tour Price

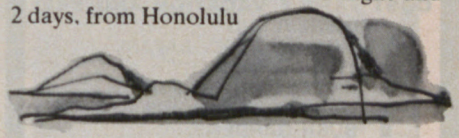
- 15 days
- 13 nights, with 3 nights in Anchorage, and 5 nights each in Tokyo and Honolulu
- Roundtrip air transportation from New York (Kennedy Airport) and from Chicago (O'Hare International Airport)
- All sightseeing by deluxe motorcoach
- Services of professional, local guides
- All transfers by deluxe motorcoach
- Baggage handling and tips for one suitcase (44 lbs)
- Delightful meals during your flight
- All taxes and gratuities in conjunction with scheduled events
- Full American Breakfast daily
- Portage Glacier Tour in Anchorage

Optional Additional Tours

The 13 days are left fairly unstructured to enable each person to plan his own itinerary from the list of options below, which can be taken at additional cost. A complete list will be furnished upon registration, with added cost of each.

Options

- Arctic tour to Kotzebue and Nome — 1 night and 2 days, from Anchorage
- Nikko — Day excursion from Tokyo
- Hakone — Day excursion from Tokyo
- Kyoto — Day excursion from Tokyo
- Volcanic island of Hawaii — 1 night and 2 days, from Honolulu



APPLICATION FOR RESERVATION

Mail to the office listed below with deposit check of $200 per person and proof of NEA membership.
NEA Educational Travel, 1201 16th Street, N.W., Washington, D.C. 20036.

BW

Please reserve _____ spaces on _____ (tour code no.) departing from _____ (city) on _____ (date)

Enclosed is deposit of $_____.

Name(s) _____

(Please give names and addresses of additional persons on a separate sheet.)

Address _____ City _____ State _____ Zip _____

Home Telephone _____ (include area code) Business Telephone _____ (include area code) Age _____ (for rooming purposes only)

There is a $15 cancellation fee on all NEA tours for 1975 regardless of reason cancelled. Additionally, if cancellation is received less than 30 days prior to tour departure, amount of refund will depend on charges made against NEA Travel due to such cancellation. NEA membership of six months duration is required for tours on these pages.

CIRCLE QUICK-ACTION CARD NO. 39

FREE CATALOG
CHOOSE FROM OVER 4,500
UNUSUAL BARGAINS
OPTICS • SCIENCE ELECTRONICS

1,000's OF UNUSUAL BARGAINS FOR SCHOOLS, CLASSROOM, RESEARCH
Brand new easy-to-read edition packed with new products, charts, diagrams, illustrations. A treasure house of educational, optical and scientific equipment available direct from stock. Many NDEA items, low-cost models, do-it-yourself kits, science fair projects, club starter items, experimental devices, demonstration units.

1-SOURCE MARKET PLACE FOR ECOLOGICAL & PHYSICAL SCIENCES, OPTICS, ELECTRONICS, AUDIO-VISUALS
Hard-to-get surplus bargains. Tremendous values. Ingenious scientific tools. 100's of instruments: lasers, microscopes, telescopes, projectors, binoculars, magnifiers, model computers, calculators, tape/slide synchronizers, photo attachments and the largest selection of pollution testing devices and unique lighting items in the country. 1,000's of components: lenses, prisms, mirrors, mounts, wedges, accessories of all descriptions. Big savings on classroom materials — labware, graphs, books, sky-maps, charts, 3-D globes, arts & crafts accessories, scales, generators, geometric solids, molecular models, etc.

ORDER DIRECT WITH ABSOLUTE CONFIDENCE
For more than 30 years Edmund has shipped 1,000's of orders monthly to the finest lower, middle and upper schools, colleges and universities in this country and abroad. 99% of all orders are shipped within 3 days and every item is completely guaranteed. You must be satisfied with any purchase or return it within 30 days for credit or your money back. Shop the catalog of America's largest Science-Optics-Electronics Mart. Send for your free copy today. Absolutely no obligation. No salesman will call. Request FREE CATALOG."s o"

EDMUND SCIENTIFIC CO.
300 EDSCORP BUILDING
BARRINGTON, NEW JERSEY 08007

CIRCLE QUICK-ACTION CARD NO. 4

ANAHEIM'S GREAT VACATION SALE

ANAHEIM/ DISNEYLAND VACATION PACKAGES FROM $25.00*

VISIT ANAHEIM FOR A SUPER LOW COST FAMILY VACATION AND SEE:
- DISNEYLAND
- LION COUNTRY SAFARI
- THE QUEEN MARY
- KNOTT'S BERRY FARM
- UNIVERSAL STUDIOS
- BUSH GARDENS
- MOVIELAND WAX MUSEUM
- NBC TELEVISION STUDIOS

INCLUDES: 2 nights lodging in a major hotel or motel; Disneyland admission and 11 ticket attraction booklet; Transportation to Disneyland; Many other low cost options also available.

*per person (rate based on double occupancy. all city tax included)

See your travel agent or write: Anaheim Visitor & Convention Bureau, 800 West Katella, Anaheim, California 92802.

CIRCLE QUICK-ACTION CARD NO. 18

DEVELOPMENTS

Court Rules on Pupil's Rights on Suspension

By a five-to-four vote, the U.S. Supreme Court has ruled that public school students have a right not to be suspended for up to 10 days unless authorities tell them why, explain the evidence against them if they deny the charge, and give them a chance to explain their conduct. The decision grew out of a case involving Ohio high school students.

NEA President James A. Harris termed the decision "a great victory in NEA's fight to bring about equal educational opportunity and fair treatment for all students." NEA entered the case, *Goss* v. *Lopez,* as a friend-of-the-court in behalf of the suspended students.

More College Freshmen Are Middle-of-the-Roaders

The percentage of new college freshmen who consider themselves middle-of-the-roaders is increasing, according to a ninth annual survey of freshmen characteristics and attitudes conducted in 1974 by the American Council on Education and the University of California, Los Angeles. The percentage of those who included themselves in this category is the highest in the history of the survey: 55.1 percent.

The percentage who consider themselves "conservative" or "far right" (14.7 percent) was about the same as the previous year, and the percentage who consider themselves "liberal" or "far left" declined from 34.8 percent in 1973 to 32.2 percent.

2 Million School-Age Children Out of School

Nearly 2 million school-age children, ages seven to 17, are not enrolled in school, according to a report by the Children's Defense Fund. Of these, more than three-quarters of a million are between seven and 13.

These figures, however, "only reflect the surface of how many children are out of school in America," says the Fund. Others not counted include truants who elude Census enumerators and children expelled and suspended from school.

While acknowledging that the 366-page report is an important research contribution, NEA President James A. Harris declared that it misses the mark by laying too much blame for the problem on classroom teachers. The interpretation of the findings in the report "errs in offering too simplistic answers to major, complex questions," he said. "Not until there is deep commitment by communities and by school boards and other educational policymakers will teachers have the substantial support needed in confronting this mounting problem of dropouts and pushouts from the schools."

Copies of the report, *Children Out of School in America,* are available from the Fund, 1746 Cambridge St., Cambridge, MA 02138 for $4, plus mailing costs ($2 first class, 50¢ fourth class) and sales tax where applicable.

Gap Between Races Narrows

The educational gap between blacks and whites continues to narrow, according to the Bureau of the Census. In 1974, 82 percent of white males 25 to 34 years of age and 67 percent of black males in the same age category had high school diplomas—a gap of 15 percentage points. In 1940, a gap of 27 percentage points separated the educational attainment of black males and white males in this age group.

A similar trend toward parity in educational attainment is shown in the figures for females.

Women and School Board Positions

Women are finding it difficult to get positions on school boards because of the attitudes of other board members and the community and because of an "informal quota" system, according to a survey taken by the National School Boards Association. The result of this informal quota is that a community is less likely to elect or appoint a woman to the board if one is already serving on it.

NEW NEA MATERIALS

Please use stock numbers (shown in parentheses) and enclose payment for orders under $6. Mail to: NEA Order Dept., The Academic Bldg., Saw Mill Rd., West Haven, CT 06516.

Team Teaching. Jean E. Davis. Considers team-teaching philosophy, establishing objectives, professional preparation, and benefits for instruction. 32 pp. 50¢. (1034-5-OE)

The Educable Mentally Retarded Student in the Secondary School. What Research Says to the Teacher Series. Discusses approaches to effective teaching of the mildly retarded student in the contemporary high school. 32 pp. 50¢. (1033-7-OE)

Social Studies in the Intermediate Grades: An Annotated Bibliography. Includes references to social studies curriculum areas, methods and materials, and values clarification in grades four through eight. 32 pp. $2.50. (1348-4-OE)

A Manual on Standards Affecting School Personnel in the United States. T. M. Stinnett. 1974. Rev. ed. Summarizes general requirements for certificates, minimum requirements for elementary and secondary teachers, reciprocity, governance, accountability areas directly related to teacher education and certification, requirements for administrators and auxiliary personnel. Includes a chapter that spells out requirements for separate name certificates issued by the 50 states and Washington, DC, for regular teachers, administrators, supervisors, and special service personnel. 184 pp. $6.50. (1346-8-OE)

Discipline and Learning. Discusses various elements of classroom discipline from historical and contemporary perspectives. Includes sections on behaviorism, student reaction, and order and justice. 144 pp. $3.50. (1349-2-OE)

Coping with Disruptive Behavior. Jean E. Davis. What Research Says to the Teacher Series. Offers practical approaches to discipline problems teachers face every day. 32 pp. 50¢. (1031-0-OE)

Yearling Individualized Reading Program for levels 3-6 combines skills builders with a bestseller classroom library for a total developmental reading program.

Exciting, high-interest books are great for getting children to read. And Noble & Noble's *Yearling* program has plenty of the best in quality paperbound editions, packaged to provide an attractive classroom reading center.

But youngsters must also develop *skills* so that their reading ability improves from level to level. And the *Yearling* Skills Center helps them do just that. With reading-evaluation materials that pinpoint individual needs; exercises and worksheets that build vocabulary and promote comprehension; pupil answer keys, Teacher's Guides, and lots more that make the *Yearling* program a completely workable and manageable system for individualized instruction.

Added to the *Yearling* Reading Center, The Skills Center gives you the *only* low-cost, high-interest reading program that *also* provides individualized skills development. Write us for full details.

Will RIDERS OF THE PONY EXPRESS be the end of the line for him?

For complete information on the Noble & Noble *Yearling* program, write directly to:

Noble & Noble, Publishers, Inc.
1 Dag Hammarskjold Plaza,
New York, New York 10017

CIRCLE QUICK-ACTION CARD NO. 11

From Bach to Bernstein-an exciting way to experience and appreciate three centuries of great music

Discover the secret of enjoying great music through this absorbing TIME-LIFE RECORDS series of outstanding musical works—complete with illustrated booklets of historical background, specially written program notes, and a lifetime collection of superb recordings.

To help interested families become more knowledgeable about great music, while at the same time building a well-rounded representative collection, TIME-LIFE RECORDS in association with Angel Records has developed THE STORY OF GREAT MUSIC.

This magnificent series takes you on an exciting educational journey through three centuries of great music, performed by some of the most accomplished musical artists of our time.

You will learn how each style evolved and developed. What to listen for in each composer's work in order to deepen your enjoyment. And how the personal lives and historical times of the composers shaped their music.

You'll hear acclaimed orchestras such as The Royal Philharmonic, the Moscow Chamber Orchestra, and the Vienna Philharmonic, directed by such superb conductors as Otto Klemperer, Pierre Boulez, and Sir Thomas Beecham. You'll thrill to virtuoso performances by great artists like Yehudi Menuhin, Elisabeth Schwarzkopf, and Maria Callas. And you'll discover a depth of enjoyment in music that many people never find.

You'll hear music *From the Renaissance,* commissioned by Kings, yet often subtly used by its composers to express rebellion against them.

You'll hear in the compositions of *The Romantic Era* the sound of men pouring out their souls: Chopin crying for his tragic affair with George Sand; Schumann, pining for a marriage his family opposed; the flamboyant Liszt who captured a following as frenzied as that of the Beatles.

You'll enjoy the compositions from *The Age of Elegance* when a musician's lot depended on self-indulgent patrons: please them as did Haydn, and live in luxury; offend them as did Mozart, and die a pauper.

You'll come to recognize the war sounds of *The Age of Revolution* in the works of Schubert and Beethoven—with Beethoven's music also echoing the cries of a man bitter from the pain of growing deafness.

You'll sense in more recent music the exciting winds of change...stirred by Wagner and Tchaikovsky in *The Opulent Era,* fanned by Debussy, Rachmaninoff and Ravel in the *Prelude to Modern Music,* and furthered by Bartok, Prokofiev and Stravinsky in *Early Twentieth Century* music. And you'll also delight in the distinctive sound of *The Spanish Style* and *The Slavic Tradition,* born in ancient folkways and expressing a historic cultural identity.

Every other month, as a subscriber, you may audition free for 10 days a set of four long-playing records covering a different musical era or style. Each set includes program notes and a sparkling illustrated booklet of historical background.

In this delightful way, you and your family can begin to build an outstanding collection of fine music—while also adding a precious extra dimension to your enjoyment and appreciation of it.

To embark on this extraordinary musical adventure, simply mail the coupon. We will send you, for a free 10-day audition in your home, *The Baroque Era,* the album on a momentous period in musical history.

Be our guest as you learn how the bold, sensuous, intense sounds of this era replaced the restraint and repose of the Renaissance. Enjoy the soaring trumpets of Bach and Handel, the brittle twang of Couperin's harpsichord, the velvet throatiness of Purcell's violins, and much more.

Then decide if you want to keep *The Baroque Era.* You may do so for only $15.95 plus shipping and handling for this four-record album with accompanying explanatory volume. Or you may return it with no further obligation. If you keep *The Baroque Era,* we will send you other albums in the series as described in the coupon. There is no obligation for you to buy any of these albums and you may cancel your subscription any time. Mail coupon today. Or write TIME-LIFE RECORDS, Dept. RAA032, Time & Life Bldg., Chicago, Ill. 60611.

As an introduction to THE STORY OF GREAT MUSIC

Audition "The Baroque Era" free for 10 days

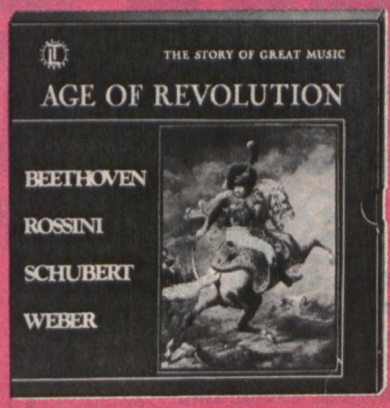
THIS INTRODUCTORY ALBUM CONTAINS

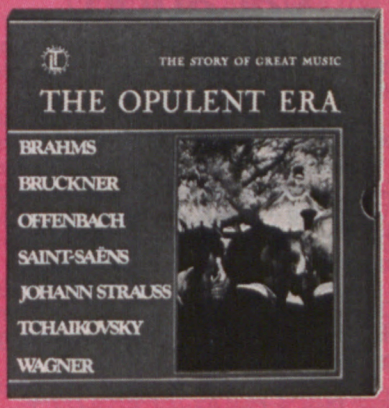
A. Four LP records of music representative of the era.
B. Program notes on what to listen for in each selection, written by a seasoned musicologist.
C. A fascinating book on the historical background of the era, with rich illustrations, many in full color.
D. A handsome library-bound slipcase.

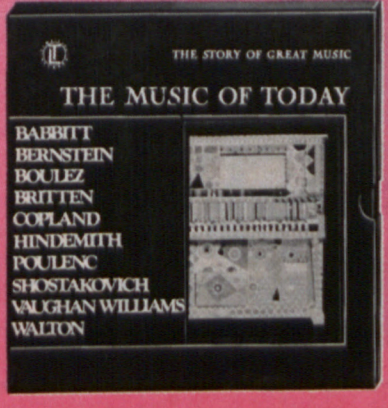
In addition, this first shipment contains an introductory booklet (**E**) "The Story of Great Music."

TIME LIFE RECORDS presents

THE STORY OF GREAT MUSIC







Albums shown here are just some of the beautiful albums in the series.

TIME LIFE RECORDS **TIME & LIFE BUILDING, Dept. RAA032, Chicago, Illinois 60611**

Yes, I would like to examine *The Baroque Era*. Please send it to me for 10 days' free examination and enter my subscription to THE STORY OF GREAT MUSIC. If I decide to keep *The Baroque Era*, I will pay $15.95 plus shipping and handling. I then will receive future albums in THE STORY OF GREAT MUSIC series, shipped an album at a time approximately every other month. Each is $15.95 plus shipping and handling and comes on a 10-day free-examination basis. There is no minimum number of albums that I must buy, and I may cancel my subscription at any time simply by notifying you.

If I do not choose to keep *The Baroque Era*, I will return the album within 10 days, my subscription for future albums will be canceled, and I will not be under any further obligation.

*Print Name*_____

*Address*_____

*City*_____

*State*_____ *Zip*_____

THE HAPPY SHIPS

A DIFFERENT KIND OF VACATION...

Cruise on the M/S Bohème

Puerto Plata, Dom. Rep.
San Juan, Puerto Rico
St. Thomas, Virgin Islands
Cap Haitien, Haiti

M/S BOLERO

Cozumel, Mexico
Montego Bay, Jamaica
Port-au-Prince, Haiti
from $330 to $695

COMMODORE CRUISE LINE
1015 North America Way, Miami, Fla. 33132

Send details today!

Name_____
Address_____
City_____ State_____ Zip_____
Phone_____

CIRCLE QUICK-ACTION CARD NO. 32

Experienced Teachers & Administrators

Borrow up to $4,000 confidentially by mail

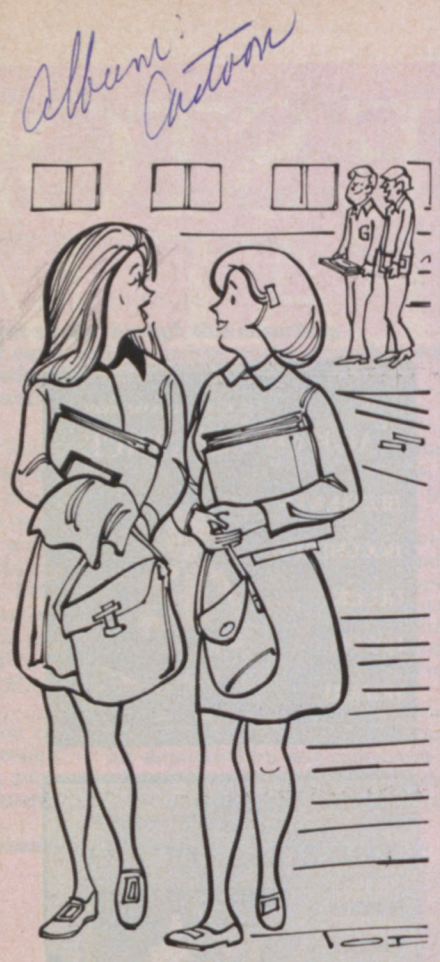
No collateral..no co-signers
No personal inquiries
Flexible terms...no repayment penalty
Immediate service by unmarked mail...nationwide.

Write or call collect:
W. H. Dobson
Suite 230 American Building
Salt Lake City, Utah 84101
(801) 532-1093

Thomas Knight Financial Associates

A Division of Zions Utah Bancorporation With Assets in Excess of $650,000,000

CIRCLE QUICK-ACTION CARD NO. 41



"Johnny Cooper just offered to do my homework and take me to the big game tonight, and I never even knew I cared for him!"

FOR YOUR INFORMATION

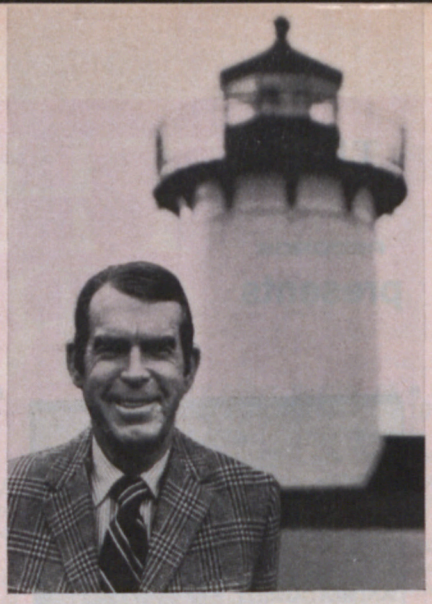
James A. Harris, NEA President; Terry Herndon, NEA Executive Secretary.

NEA memberships and annual dues: Active, $25. Associate, $12.50. Paraprofessional, $12.50. Educational Secretary, $12.50. Student, $3.50 through Student NEA Chapters only. Retired, $5 (those retired before 9/1/73 continue at $2). Staff, $12.50.

For further information about NEA membership, write to NEA Membership Records, 1201 16th St., N.W., Washington, DC 20036.

Today's Education is a member of the Educational Press Association and the Magazine Publishers Association. It is indexed in *Readers' Guide to Periodical Literature, Education Index,* and *Current Index to Journals in Education.*

PHOTO CREDITS
Pp. 22-23, 27, 30-31, 88: Joe DiDio, NEA; 83: Carl Purcell.



Get in touch with America on a Greyhound vacation

Greyhound's in touch with all the fun, all the beauty, all the history America has to offer.

So join a friendly group on one of our exciting, pre-Bicentennial escorted tours.

Where would you like to go in America, Canada, even Mexico? We'll take care of everything—hotels, sightseeing, even some meals—to make your vacation something to remember, all year long.

Enjoy an escort to handle all the details. Checking you in and out of hotels. Handling luggage. A hundred and one things to make your tour nice and easy.

So really get in touch with America this year. Plan a Greyhound Escorted Tour.

Ask your travel agent or us. And take a little time to ride along.

Vacations everywhere—for example:

☐ Alaska
☐ Black Hills
☐ California
☐ Canadian Rockies
☐ Colorado
☐ Florida
☐ Great Lakes Country
☐ Mexico
☐ Nova Scotia
☐ Pacific Northwest
☐ Utah Parks
☐ Walt Disney World
☐ Yellowstone, Grand Tetons

Preview Bicentennial Tours

☐ Colonial Virginia
☐ New England
☐ Original Colonies—Freedom Trail Parlor Car Tours

TE-A-3
Greyhound World Tours
Greyhound Tower, Phoenix, Ariz. 85077
Please send information about
☐ All Greyhound Tours
☐ Vacation Tour checked above

Name_____
Address_____
City_____ State_____ Zip_____

Greyhound Vacation Tours

CIRCLE QUICK-ACTION CARD NO. 8

THIS BOOK WILL MAKE YOU WANT TO LEAVE THE COUNTRY.

It's Air Canada's summer travel brochure.

Open it up, and feel the salty spray against your face as you look out over a Nova Scotian seascape. Your classroom seems a million light-years away.

Turn the page and you're suddenly transported to another century. Strolling by blacksmith and carpenter shops, chapels, bastions and palisades of a 17th century village in the middle of Ontario called Sainte Marie.

Turn another page and you're confronted by the crystal clear glacier lakes, deep pine forests, frosty ice fields and majestic mountain passes of the Canadian West.

Yet another page and you're chugging out beyond Gaspé's famous Percé Rock in a fishing boat. You alight with your trusty camera upon Bonaventure Island, under the watchful gaze of the largest colony of gannets in the world.

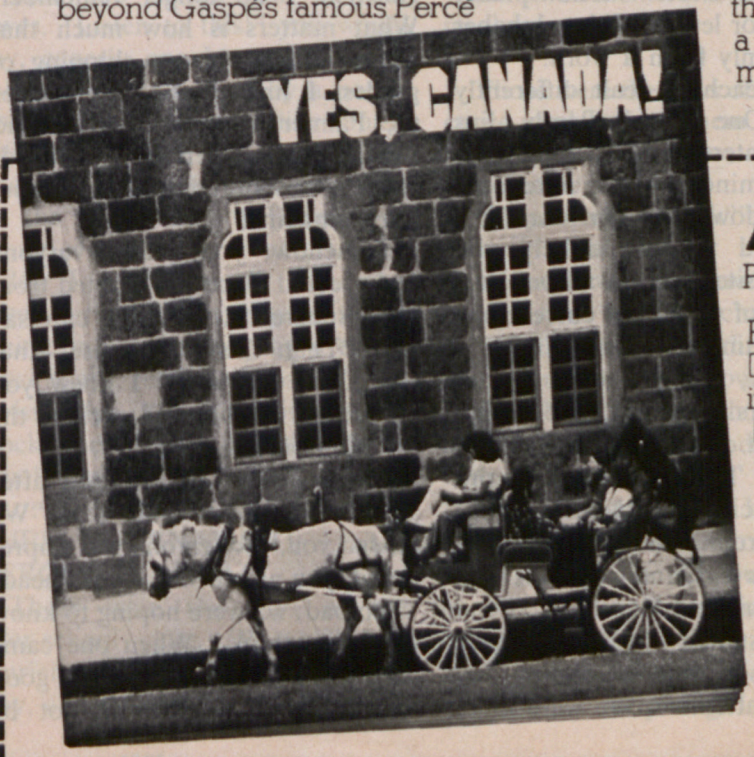
It's Canada. And once you're there, you can take our tours anyway you want. Escorted. Semi-escorted. Independent. With car. Without car. By train. By foot. By plane.

You can travel around a lot. A little. And charge most of it on the American Express Card.

Another thing. Although Canada has a lot of the charm of Europe going for it, it won't cost a lot getting to it.

So send for the brochure that answers the question, "Isn't there a place I can have a terrific summer vacation without busting my budget?"

Yes, Canada.



AIR CANADA

P.O. Box P, Staten Island, New York 10305.

Please send me:

☐ Your summer travel brochure describing the great time I'll have.

☐ Your Ontario brochures of special interest to teachers.

Name_____

Street_____

City_____

State_____ Zip_____

My travel agent is_____

TE-3

CIRCLE QUICK-ACTION CARD NO. 2

Letter to a Dead Teacher

By **BEL KAUFMAN**
Teacher, Writer; Author of Long-Time Best Seller, Up the Down Staircase.

Dear Mr. Stock:

You probably wouldn't remember me, even if you were alive. I sat in the third row back in your English 512 class in South Side High School in Newark, New Jersey. You gave me an A minus for being unprepared.

You had asked us to write a composition in class about one of Hardy's heroines (Was it Tess?), but I had neglected to read the book assigned. Caught off guard, writing frantically against the clock, I described a young woman, the room she sat in, the beam of light from the high window, her hands in her lap, her thoughts in her head. I anticipated failure, disgrace, worst of all—your disappointment. Instead, you gave me a minus for being unprepared and an A for something uniquely mine. Your scrawled comment in red ink on my paper read, "This isn't Hardy's character, but you've made yours very real."

Startled into gratitude, I became aware of my own possibilities. You *recognized* me.

I needed recognition. I was a shy, uneasy girl, too foreign, too intense. The English language, newly learned, lay clumsy on my tongue. Long sausage curls coiled down my shoulder blades—this, in the age of the shingle bob and the spit curl. Instead of the scarlet Cupid's bow mouth, I was allowed but a pale touch of Tangee lipstick. How I longed for spike heels and gunmetal silk stockings. How I yearned for plucked eyebrows, flapping galoshes, a slicker with boys' initials painted on it, the boys themselves!

From the time I arrived in this country at 12 until skipping had brought me to the approximate age suitable for high school, I had been the oldest in the class, the last to be called, the least to be noticed. I was monitor of nothing.

I don't think you knew what you did for me, Mr. Stock. We teachers seldom know whom we influence or how or even why. It was not my defects you emphasized, but my worth. For the first time I realized that what I had made up inside my mind could be real to someone else. Great teaching has to do with that first time, that gasp of discovery: "Eureka!" "Oh, I get it! I see!"—a new planet in the sky or letters of the alphabet that suddenly form a word.

Other teachers dealt differently with us. One would silently, lips pursed, enter a meticulous zero into an ominous black notebook. Another, down the corridor from you, would review publicly and with exquisite sarcasm all our past misdeeds, of which the current one was the ultimate transgression.

Actually, I recall very few of my teachers. In Latin, the teacher made us sit quietly, hands on desk, eyes front. This was called "maintaining discipline." In history, our teacher perched on the windowsill, dangled his legs, and wooed us with false camaraderie.

You assumed one simple fact: If the lesson was interesting, we would be attentive. We were more than attentive. We hated to see the period end, for you knew when to ask the provocative, unexpected "Why?" which tumbled upside down our whole cluttered cart of preconceptions and set us thinking long after the dismissal bell. You did not try to charm or to beguile us. You never pretended to be a pal. You were a *teacher*. Your dignity was unassailable. Because you respected yourself and us, we were able to respect ourselves.

Memory is a selective sieve, which . . . No, you wouldn't like this. "Too literary," you would say; "simplicity is stronger." So I will say only that once you stopped at my desk and asked gently, "Stuck? Can't get started?" I nodded—and got started. Another time you called my handwriting distinctive. Did you say *distinctive* or *distinguished?* I no longer remember. What matters is how much that meant to me. In my skipping of grades, I had skipped right over the Palmer Method of ovals and strokes; consequently, my handwriting was different. But *distinctive*—imagine!

Somehow, you made everyone feel special. Once you quoted from Shakespeare: ". . . who can say more/Than this rich praise—that you alone are you?" I knew you meant me. And so did each of the 34 others in the room.

When one of us returned after an absence, you would say, "We missed you." When one was unprepared, you would shake your head: "Too bad; we were hoping to know what *you* think." When one came late, you assumed there was good reason for it that need not be

asked. You treated us as adults, your equals, and so—in your class—we were. "Don't be captious," you would say, taking it for granted that we either knew the word or would look it up in one of several dictionaries you always left scattered around the room. We looked it up. Because you knew we were fine people, punctual attenders, conscientious homework doers, honorable test takers, devoted scholars, and responsible citizens, we were. For you, we were! You *meant* it—that was the point. You were sincere, before the word became suspect; tolerant, before the word became loaded. Kids know what is phony. Children and lovers always know. It was unthinkable to offer you anything shoddy or second-rate. I see only now that your demands on us were enormous.

I don't remember clearly what you looked like; you were short, I think, and roundish, but I recall the sound of laughter in the room. You were never one to buy a cheap laugh at the expense of someone else or to stoop to a gag, but—quick to see absurdity—you shared it with us.

And you shared with us your loves. "Listen to this!" you would say, eagerly opening a book, unashamed to be moved by a poem, unafraid to use words like "magnificent." Prince Hal galumphing about with Falstaff, Lear stumbling on the heath, Gatsby listening to music across the dark water: Even today I cannot read those passages without hearing your voice, seeing once more the gray-streaked blackboard, the faded poster of the Swiss Alps, the big round-faced clock, the bulletin board with its usual notices—POETRY CLUB . . . DRAMA SOCIETY . . . CHESS TOURNAMENT . . . LE CERCLE FRANCAIS.

Those were the days of the after-school clubs (We called it "enrichment"), school spirit, Field Day, and the senior yearbook with its photos of (except for one black girl) white, middle-class, alphabetized children with neatly brushed hair over inscriptions such as: *Reading Maketh a Full Man* and *Future Plans: College and Professional School.*

Those were the days when teachers, especially to my European eyes, were creatures set apart. I recall my shock when I noticed one morning that my algebra teacher had a run in her stocking like any ordinary person. Those were the days of "Absolute silence!" at fire drill; of the large, wooden lavatory pass that hung by a rope like a dead albatross around the neck; of marching, double file, to the sacrosanct Friday assembly to pledge allegiance to the flag, solemnly carried in to the accompaniment of the uncertain bugle by the Honor Guard (85 percent or over): a boy in crisp white shirt and blue necktie, flanked by two girls, stiff with attention, in white middies and navy skirts. Those were the days of obedience as absolute as the silence, when a demerit for conduct could destroy us, when chewing gum in class was a serious infraction, when "Sez you!" to a teacher was unheard of insolence.

Those were the days of our innocence, and I recall them with nostalgia, especially now, especially as a teacher.

"What do *you* think?" I ask my class, in your tone.

"How should I know?" a boy shrugs. "I'm not a teacher!"

"Why?" asks another. "You gonna put my name down?"

"We bad!" a girl shrieks over the noise. "Nobody can do nothing with us!"

I invite a student to look up a word in my desk dictionary. He backs away, incredulous: "You must be kidding!" I realize that he has gone through school unable to read.

I offer to help a girl with her composition after school. "I dassen't stay," she informs me; "there's too many killings and rapings on my block."

A small, dark, Spanish-speaking girl who has trouble learning English sits silent in the last row. Remembering myself at her age, I put my hand lightly on her shoulder. She shakes it off violently in anger—or perhaps in fear?

Dear Mr. Stock, I wonder how you would fare in today's urban public high school, where teachers have become The Enemy and students—mostly angry Blacks and frustrated Puerto Ricans trained in failure from the day they were born—wage daily war against us. I try to imagine you in a school I know, one of the worst in New York, where frightened teachers look the other way and helpless administrators send forth a stream of directives advising them to lock their doors, hide their window poles, and hold on to their pocketbooks. Where there are cops in the lobby, pot on the stairs, muggings in the halls, assaults in the lavatory, robbery at knife point, vandalism, arson, and worse. Where the emphasis is on newer and better protective hardware: powerful transmitters worn by teachers, electromagnetic door locks, pen-sized alarms, closed-circuit TV sentries.

But you don't know what *TV* is, do you? Or *pot?* We have a whole new vocabulary, Mr. Stock, not found in any of your class dictionaries. A child on a *trip* is not necessarily on an excursion; *tea* is not only a beverage; *security* means cops; *confrontation,* a fight; *demonstration,* a riot.

And you wouldn't recognize the old bulletin board, with its notices translated into Spanish, with its African Studies and Drug Rehabilitation Programs, or the gray-streaked blackboard on which a child has chalked: "Down with White Pig Teachers!"

You are startled? These children

have legitimate grievances. At least today they can speak up, rage, and protest instead of sitting at their desks, eyes front.

"Teachers are too fony and dictoral," they write down their complaints.

"The cirruculum is prepostrious! Why take math when we got computters?"

"They outlawed the flag salute in Asembly because no Liberty and Justice, now they should outlaw Asembly because they can't controll the Riots!"

"Discipline is going down the drains."

It's a different ball game now, Mr. Stock, a different park, a different world. It's a world of corruption in high places, flags on the moon, poverty and pollution on earth. Our authority as teachers is challenged as never before; our methods are questioned as never before. We are faced with unprecedented problems not of our making, so that it becomes a triumph when—between patrolling the corridors, surveilling the toilets, preventing riots, and filling out triplicates—we sometimes manage, by hook or crook or trick or luck, to teach.

Teach, what? What would you teach, Mr. Stock, to a child who tells you: "My family is all mess up and I gotta drop out"? What *Future Plans* are there for one who says, "My future is forget it"? What homework would you give a girl who is pregnant, a boy who is a junkie? And how would our students respond to your gentle voice and courtesy and trust? Would they cheat behind your back? Laugh you out of class? Knife you on the stairs?

Are teachers like you really dead?

I asked my students to complete this sentence: "I once had a teacher who . . ." with something positive, something that had made a difference to them. They wrote:

"wasn't predjudice. when she

Today's classroom is different from yours, Mr. Stock, but the good teacher still makes every student feel special.

axed me in a nice way I woud do it."

"if the subject didn't fit me he didn't make me feel dum but looked at me more like a human person than a mark."

"didn't talk only from the mouth out but from insides."

"was black like me which made us even."

"when I was young in elementery he loaned me his scarf when it was snowing, It was 100% cashmeer."

"this crazy teacher thought I was smarter than I was so I was."

There is my answer, Mr. Stock. I think I've always known it, for in my desk is a treasured Christmas card depicting a circus elephant in a red vest with the caption: I NEVER FORGET. Beneath it, in pencil: "Me neither. When I came back from getting arested you didn't ask what for but said wellcome & gave me a clean notbook. Please don't forget me if possible. Your Unforgetting Forever Pupil, Ray."

You would have a rough time of it today, Mr. Stock, but I think you would be unafraid. You would not look the other way or talk only from the mouth out. You would treat each child as a human person. And you would still expect students to do their best—not Hardy's or anyone else's but their own—whatever that best might be.

Teachers like you are not dead as long as there are children who can one day say, "I had a teacher once. . . ." Perhaps at this very moment, someone, someplace, is saying this about one of us. That is our immortality.

Dear Mr. Stock, I wanted to show you by recalling the past, how different schools are today, but I see this has turned out to be a love letter to you. Well, there are times when a love letter needs to be written, even if it is never mailed. Your Unforgetting Forever Pupil, Bel Kaufman.

"Today's Students Are Impossible!"

In recent years, many teachers have written us to say that today's students are impossible to cope with and that teaching is no longer satisfying. An ex-teacher presents the same viewpoint in the piece below, excerpted from a letter that appeared in 1973 in Alice Skelsey's syndicated newspaper column, "For Women Who Work."

Following the letter are reactions to it that we solicited from teachers who know the problems of teaching today, particularly in big city schools.

For more about discipline, see the preceding article by Bel Kaufman and pages 58-63 in the Special Feature. For constructive ideas on preventing vandalism, see Myron Brenton's article on pages 82-85.

Last month, I turned in my chalk and eraser after 25 years of teaching in high school. Not because of mandatory retirement or because of ill health—unless you classify "sick at heart" as ill health.

I daresay there is not a teacher in America who would not agree that students have changed a great deal in the last five years.

I have never "demanded" respect of my students, for I never had to. I had always found that if students and their ideas were treated with respect and if the teacher were competent, made a sincere effort to enrich students' lives, and led a moral life, respect would be forthcoming.

For my first 20 years, my experience in teaching was as satisfying as any person could hope for.

These past few years, however, satisfying experiences have been few and far between, and this past year has been too much. Sick at heart, I conclude that most of the students have no respect for any person or any thing—not even for themselves.

This past year, I have seen children defy teachers openly and loudly with the most obscene of the obscenities, with taunts and their own cruel kind of put-downs, and with physical assaults. Whatever was not nailed down has been stolen, schools have been vandalized, records have been destroyed.

I know this type of behavior may be thought commonplace in crowded inner-city schools, but while it may have been late in coming, it has also arrived in rural middle America. It is here, and it is profoundly disturbing, for if these children have literally driven me from my profession, as they have several good, conscientious, competent teachers I know, then who is left to teach our children? I hope the teaching force will not be reduced to those who cannot leave but no longer have any heart for their work and others who favor the same life-style as that of the unruly students.

Let me make this point, please: Yes, there are still some "good kids," but I find it shocking that the good-kids argument is used so often to ease our worries and assure us that everything is really all right. I have watched the ranks of the good kids shrink from a 90 percent majority to the present approximately 30 percent.

I am writing only in the hope that it can be told "the way it is" in the profession of teaching today and to encourage parents to be vigilant and try to do for their own children what no teacher can hope to accomplish.

Teach children that some values are not old-fashioned, never go out of date, are always relevant: courtesy, honesty, respect, punctuality, truthfulness, dependability, cleanliness. Emphasize responsibilities as much as rights.

—Ex-teacher, *Oklahoma.*

Reprinted by permission of the Chicago Tribune-New York News Syndicate, Inc. © 1973. All rights reserved.

REACTIONS

Teaching today demands a total commitment to belief in the value of the individual and of the democratic society. Teachers must also be committed to improving education. In order to do this, they must be competent and zestful, enjoy their work, and care about students.

I would recommend that such teachers consider the following suggestions in coping with today's youth:

1. Adapt the curriculum to individual needs. Our school, for example, has a required developmental reading program for all sophomores with emphasis on basic skills; bilingual instruction; an independent study program focused on the gifted; and classes for those with language learning disability.
2. Judiciously select learning materials.
3. Encourage student-teacher planning of courses of study.
4. Make wide use of a variety of teaching techniques, community resources, group work, and audiovisual resources.
5. See students in out-of-school situations, such as field trips and overnight camping expeditions.
6. Sponsor activities that relate to the career aspirations of students.

—Jo Funderburg, *counselor, Franklin High School, Seattle, Washington.*

Obscenities, vulgarities, and physical violence are not new to me. But the majority of "bad" children who vent their frustrations in school are actually helpless individuals, faced with emotional and social odds they cannot handle. They are screaming

for help, for someone to notice them and care for and respect them.

Many youths endure economic hardships and emotional neglect. A teacher cannot expect hungry youngsters to sit attentively while their stomachs groan in monotonous agony. Nor can a teacher stress the necessity of algebra to a student who knows nothing but loneliness, fear, and rejection at home, in school, and from society. Some students have problems as monumental as many adults have.

Many times the teacher is the only one to whom such students can turn for help. The teacher may have to serve as a sounding board; he or she may be yelled at or cried upon. The teacher must allow young people to express their anxieties—and their opinions.

Students, like adults, want a piece of the action. They want a hand in shaping their destinies. While some may not be endowed with the necessary experience or intellectual capacity to shape their futures, can we afford to push them aside and only work with the so-called "good students"?

Students must be involved in decisions affecting their education so that we can utilize their creativity no matter how great or small. With active and meaningful participation, students will react and interact in more positive ways than they have in the past.

Students in our school were asked to indicate ninth grade elective courses they felt would be interesting. The administrators and faculty responded by offering as many of the courses as possible. The students worked with the counselor individually and in groups in preparing their individual schedules. Some selected the career program. Because of this involvement, many have accepted the responsibility for their education and behavior. Playing an active part in their own education, these students became concerned about themselves, and that is where respect begins.

—Mentora Edwards Thompson, *guidance counselor, Benjamin Franklin Junior High School, Baltimore, Maryland.*

The ex-teacher from Oklahoma worries, and so do I, about the dwindling numbers of "good kids" in our schools: kids who are courteous, honest, respectful, punctual, truthful, dependable, and clean.

I think that good kids also are enterprising, generous, and curious and that the nature of every kid in the world is a mysterious mixture, more good than bad. But I think our present educational policies are showing kids that it's the sinner, not the saint, who gets the lollipop.

Oh, yes, we still have good kids in our schools. They do their schoolwork with efficiency and grace. And it's these same kids who serve as hospital volunteers and tutors, who clerk in the school bookstore, and who produce the school's newspaper. When statewide art and math competitions exhibit their achievements, administrators flaunt their names at board meetings.

But how do the people in their own school regard them? In the eyes of all too many, the good kids are simply suckers. Only fools could be content with such worthless sops as certificates, letter grades, and handclappings in return for such drudgery. Nor is this judgment stupid.

Even the most casual observer notices that more solid rewards go to the potential dropout, the hostile, the destructive, and the apathetic. Among their rewards, for example, are financial stipends; excuses from responsibility; help with assignments; special teachers; additional counselors, programs, and equipment—and approval from their peers for achieving the righteous rip-off.

At the same time, does even one-hundredth of this amount go to special programs, equipment, and personnel for the gifted and eager? Our upside-down educational philosophy is promoting negative incentives for kids.

No, not for a moment do I object to help for the weak. But is there enough assistance for the strong? Good kids suffer too from broken homes, broken hearts, poverty, and bitter failure. But because good kids seldom whine, schools spend little on their behalf. A popular excuse for our stingy treatment is: "Good kids manage OK on their own."

Almost everywhere else the best is cherished, whether it be carrots or race horses—everywhere, that is, except in our schools. All too often, our most brilliant scholars seem like campus ghosts (unless they are also athletes), known only to their own teachers and friends until graduation time when their names appear on the honors page of the program.

There is too much anti-intellectual snobbery in the classroom. It's time to stop pushing the Steinbeck character stereotypes; the ignorant hero oppressed by the educated villain. This cop-out theme is stressed in too many English and social studies reading assignments and has been echoed long enough in the complaints of the militant and the professional martyrs. How much cheering is heard these days for Junior Achievers or Boy Scouts? Who has guts enough to censure the foulmouth while the campus gang applauds?

In my school, many foreign students arrive eager to learn and achieve. How quickly the campus cool-cats put them down. How strange American schools seem to these new arrivals.

"In many nations, the scholarly person is still revered," they tell me. "But not in America. Why not?"

I cheer for all kids. But someone must stand up for the able and decent ones before they become a vanishing species.

What can one person do? Well, I have no powers over budgets, but I can help the staff of our penniless but excellent literary magazine, which publishes the superb poetry and prose of student writers. I can press for more news of the praiseworthy achievements of all our students. And I can continue, chalk in hand, in the classroom, telling the beautiful, generous, good kids that I respect their work and that I admire them.

—Barbara B. Robinson, *Roosevelt High School, Honolulu, Hawaii.*

Granted there is much truth in what the Oklahoma teacher claims; behavior *has* deteriorated over the past 10 years. But the resignation of one who must certainly have been a fine and dedicated teacher is not the answer.

As a teacher in a target area school for 14 years, I have seen vandalism of school property and of my per-

sonal belongings. I have been swung at, spit at, and had rocks thrown at me. Fortunately, the latter happenings were rare.

In view of these incidents, why do I continue teaching in this area? Well, I'd like to be completely idealistic but I can't be. The reasons are a combination of factors. Family responsibilities and age are among them. The belief that most children *are* basically good is another.

In my opinion, the so-called "good kids" figure is nearer the 80 percent mark than the 30 percent estimate given by the ex-teacher. Maybe the 20 percent who are troublesome do reflect an increase over the past five years, but many outside factors have contributed to the increase, including ineffective teaching and social changes in our society.

Someday the pendulum has to swing the other way. Until then, the classroom teacher has to act as a bulwark against total collapse of discipline.

Many discipline problems can be headed off by personal contact with parents at school or in their homes. They are often unaware of incipient trouble unless told about it. Children will often respond, too, if teachers talk to them alone rather than in front of the class, which often elicits a false bravado.

—Roger Brown, *sixth grade teacher, Belmont Community School, Worcester, Massachusetts.*

My wife and I have been teaching in the Detroit public schools for 15 years. She teaches in high school, and I teach at the elementary level. I am in a positive situation, whereas my wife's is most depressing.

I have a semi-open classroom, two groups of students each day. Instruction is individualized. I have help from paraprofessionals. I like my children, I feel they like me, and they are learning!

On the other hand, my wife's experiences can only add further evidence to what the ex-teacher has already said. During the past decade, she has seen a high school which had an excellent reputation become one of the worst in the city. The standards and quality of education have plummeted. Many of the students are unable to read the textbooks, unable to write complete and legible sentences, and are often apathetic to innovative curriculum offerings. Absenteeism on a typical day runs from 30 to 40 percent—or more. Hallways are congested with students after classes have supposedly begun. Students are free to enter classes at any time they wish.

Teachers' chores have multiplied so that much of their preparation time is consumed with nonteaching trivia. Unlike the elementary school, there are no paraprofessionals to help with such tasks. Teachers are assigned to duties in the lunchroom, halls, and "study" halls, where they are involved in policing rather than in any activity for which they have been professionally trained.

Increasing numbers of brazen students and nonstudents challenge staff members with threats and obscenities. Teachers' purses are snatched—even in the classroom. Fires, smoke bombs, knifings, and shootings within the building have become common occurrences. In recent weeks two students have been shot and killed at two Detroit high schools, one of these killings at my wife's school. These worsening conditions have resulted in extremely low staff morale.

Unfortunately, teachers have little power to influence change because of the ineffectiveness of the bargaining agent thus far to include meaningful contract provisions for teacher self-determination at the local building level. Often, administrators make the rules arbitrarily but are unwilling to take responsibility for the ineffectiveness of the resulting school program.

It might be possible to improve this situation, but that would require a massive infusion of resources, both financial and human. My wife and I are well-aware that this will not occur. Of most importance, teachers must have an effective and powerful voice in decisions which affect them and their students. They must not be subjected to the whims of nonteaching administrators who are insensitive to their needs, opinions, and concerns.

During our years in teaching, my wife and I have tried to be flexible, open-minded, and innovative and have been concerned for the welfare of our students. Although it is still possible to develop a degree of rapport with students, the prevailing atmosphere of laxity and apathy in the building takes its toll on the most dedicated professional.

Teaching conditions such as these have made a mockery of the profession.

—Name Withheld.

The ex-teacher is perfectly right in turning in her eraser because it would appear that her disenchantment has brought her to the point where she can no longer cope with the dynamic and sometimes chaotic conditions generated by young people today.

If a teacher develops such a dislike for the job, for the people and the problems they present, then it is time to get out. Teaching, above everything else, demands that the teacher be able to respond in a warm, humane manner to situations that may be personally distasteful.

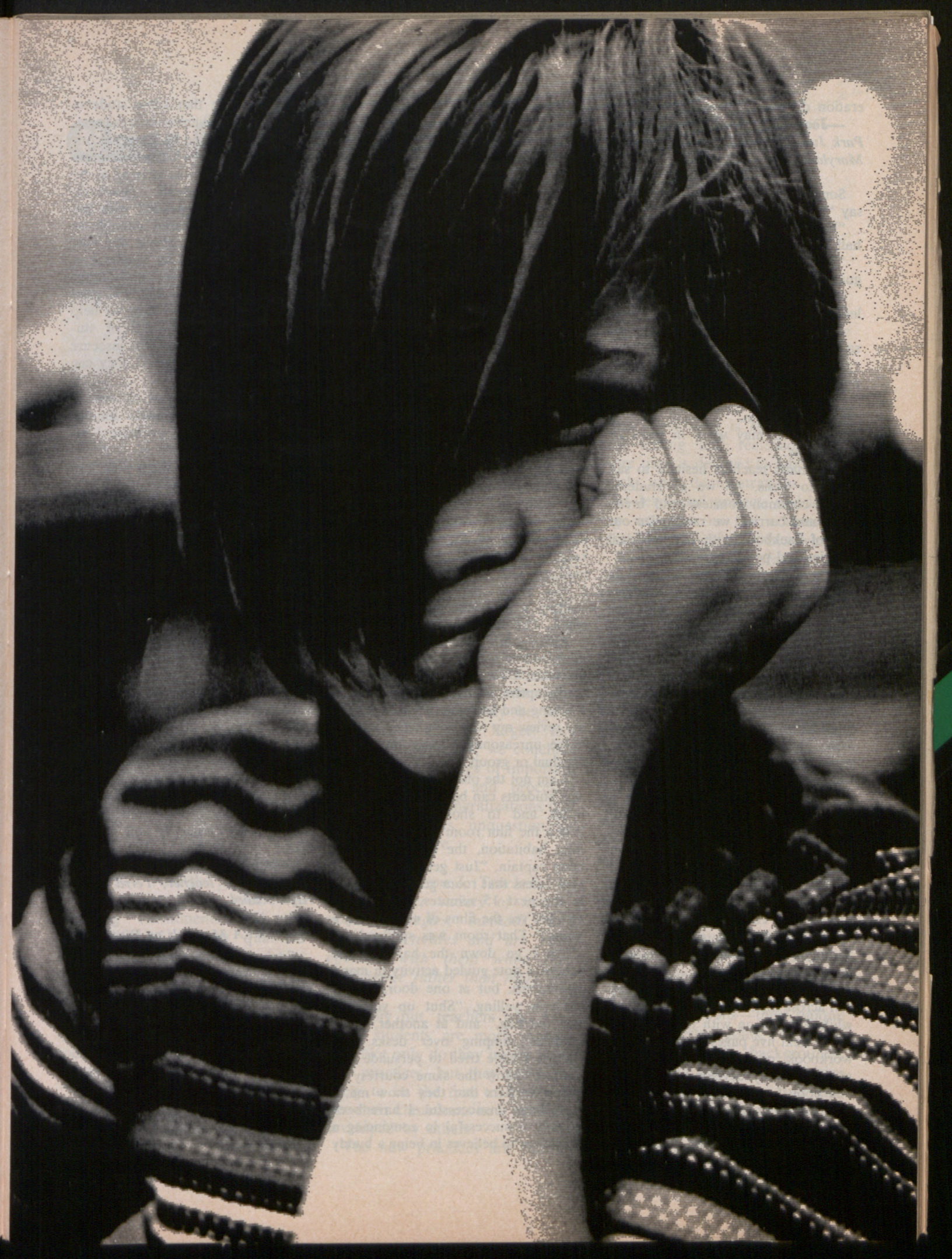
I freely admit to a growing dissatisfaction with the challenges my students present to me. I decry their rudeness, their obstreperousness, their crude and often vile language and manner, their penchant for violence, their callous disregard for each other, and their almost malevolent satisfaction in either causing or witnessing the discomfort of others. At the same time, I also decry my seeming helplessness in redirecting their behavior to positive pursuits. I often feel that I am fighting a losing battle and then castigate myself for slipping into the mental pattern of viewing the classroom as an arena in which I enter "to do battle."

For the past five years, I have served as head of the Science Department in a large, inner-city junior high school. It is becoming increasingly difficult to provide practical assistance and guidance to beginning teachers when they falter under a barrage of discipline problems.

There seem to be no pat answers, no magic formulas for coping with today's youth. Tried and proven methods of achieving student coop-

"Shut up yourself, you old bag!" ▶

Photo posed by model.



eration do not seem to be working.

—Joan M. Hashagen, *Harlem Park Junior High School, Baltimore, Maryland.*

Somebody has to care enough to say "No:"

"No, you can't shout during study hall."

"No, you can't use obscene language in class."

"No, you won't receive credit unless you complete the assignment."

Somebody has to care enough to say "Yes:"

"Yes, I feel your opinion is worth reading."

"Yes, I will take time to help you with the problem."

"Yes, you may work in pairs or task forces."

Yet many teachers hesitate to say "No" to teens. As we let students ignore common courtesy and break the sound barrier, we rationalize our lack of backbone with psychological theories and popular trends.

Others of us can't be bothered to say "Yes" to the needs of students who do not keep pace with the majority. We can excuse our lack of concern by referring these inconvenient students to specialists even when we know there aren't enough specialists to meet the needs of our students.

Tragically, many teachers are in schools which students have taken over. These teachers have my sympathy and admiration; I'm not sure I could cope in such schools.

I am fortunate to be teaching in a school where teachers who care still can take charge of their classrooms. I am also fortunate to be in a community where many students, including first-string athletes, want to learn.

So, if I care enough, I can create a learning environment or I can betray my students, my profession, and myself by allowing some students to sabotage my efforts.

I can let students sharpen pencils, yell across the room, and fly airplanes while I drone on with the correction of the next five pages in the grammar workbook, or I can work with small groups as they develop video scripts and copy for the local newspaper. I can urge the clock along while I require written answers for trivial questions about Walter Mitty, or I can let Thurber's humor release the frustrated daydreamer in students who are already achieving the heroic and the exotic while slumped at their desks.

During my prep period I can exchange recipes and gripes in the faculty lounge, or I can listen to a slow reader tell me about the first book he has completed reading. Or I can let the girl who needs to make up a test tell me about the nightmares she has had since she saw *The Exorcist*. That test can wait.

I wish I could communicate to all my students that freedom can exist only within limits. How can I convince 50 students that their study hall can function only within the structure of regulations? Although I can dream about and work for the eventual elimination of study halls, the students and I must deal with the study hall situation today. In order to make study possible for those who want to work on bookkeeping or algebra, I can penalize loudness and restrict movement. Or I can avoid my responsibility by reading a magazine in the midst of chaos. The choice is still mine.

Again I am fortunate that my administration and school board back me when I care enough to say "No" to disruptive behavior that sabotages teaching and learning. They also help me review my reasoning when I seem to be unreasonably harsh on an individual or group.

I am not the only one who realizes that students can be taught to respect order and to show consideration. When the film room got beyond human habitation, the coach told the team captain, "Just get out the word that unless that room gets cleaned up in the next 15 minutes, you fellows will not see the films of next Friday's game." That room was spotless!

As I go down the halls in our school, I note guided activity in many classrooms, but at one door, I hear students yelling, "Shut up yourself, you old bag," and at another, I see students jumping over desks. Although I have tried to persuade students to show the same courtesy to other teachers that they show me, I have been unsuccessful. I have been equally unsuccessful in convincing a teacher who believes in being a buddy to young people that some students interpret permissiveness as weakness.

But then I refused to listen to concerned teachers or administrators during the years I was striving to be popular with students. However, students like Ray pleaded with me to grow up. Ray cared enough to write a composition about the way I had let him down by laughing at antics with water guns and garter snakes. He predicted that I'd need a dozen years to learn how to help students mature. Hundreds of students later, I still sense that insecure teens want mature teachers they can trust and respect.

We teachers are expert blamers of everyone else but ourselves for the inconvenient and unconventional behavior of students.

"Parents just don't teach their kids manners or respect anymore."

"Kids are so used to yakking during TV that they can't concentrate on an educational film."

Of course, kids come to us conditioned to act in definite ways. But by default or by example, we determine the appropriate behavior in school. If we use abusive language while reprimanding a student, we can expect a sneer. Or if we cut into the lunch line, we'd better expect some static the next time we criticize a student for pushing in ahead.

Should we be blind to the catsup the sophomore boys are working into the lunch table? Should we be deaf to the jeering at the concert?

Teachers can remind students of what is appropriate behavior in school. The choice is still ours to make.

—Martha Williams, *English and social studies teacher, Terril (Iowa) High School.*

Recent NEA Materials on Discipline

Coping with Disruptive Behavior by Jean E. Davis. What Research Says to the Teacher Series. 1974. 33 pp. Stock No. 1031-0-0E (paper). 50¢.

Discipline and Learning. 1975. 144 pp. Stock No. 1349-2-0E (paper). $3.50.

Discipline in the Classroom. An anthology. Revised, 1974. 96 pp. Stock No. 1325-5-0E (paper). $3.50.

Order from NEA Order Dept., Academic Bldg., Saw Mill Rd., West Haven, CT 06516.

Class Size Revisited

The "Revisited" in the title of this piece is of historic significance in the study of class size. In 1957, coauthor **Bernard H. McKenna** *did an article for the* NEA Journal *entitled "Greater Learning in Smaller Classes" based on research he and others had conducted in the Institute of Administrative Research, Teachers College, Columbia University.*

Working in the same Institute, coauthor **Martin N. Olson** *extended that research and carried it to 20,000 classrooms across the country. Recently Dr. Olson summarized the most useful findings on the topic, and he and Dr. McKenna have put it all together in the accompanying article.*

Dr. McKenna is professional associate, NEA Instruction and Professional Development, and Dr. Olson is professor of education and director of teacher education, Utica Campus, Syracuse University, New York.

"After years of teaching I still love to teach. But the barriers to good teaching just about have me licked. I have 38 third grade pupils in a classroom designed for 25 or 30. We don't have elbow room for the 3 R's much less for the 'plus.' "

Sound like 1975? It isn't. It's a teacher writing in the *NEA Journal* in 1957. And the problem she reflects persists today even with declining enrollments and the availability of enough qualified teachers and classrooms. Why does low priority continue to be placed on reducing class size when conditions are so right for doing so? Part of the answer is economic, of course: more teachers cost more money. But that's not all.

Another part of the answer is that a kind of folklore has been prominent in the land for over two decades that class size makes little difference. To a considerable extent, this is the result of the indiscriminate summarization of several hundred class-size studies in the 1950 *Encyclopedia of Educational Research.*

Class Size: The Multimillion Dollar Question (Institute of Administrative Research, Teachers College, 1955) provided evidence for setting the record straight, but the myth still persists.

In this article we make nine generalizations about what takes place in smaller elementary and secondary school classes (generally, as an approximation, those with 25 students or less). The generalizations are based on findings from nearly 60 studies. We are aware that under some conditions and for particular educational purposes, there may be little difference between larger and smaller. Nonetheless, we conclude that for a great range of important educational goals and processes reflected in the generalizations that follow, fewer is unquestionably better than more.

Generalization I: Teachers employ a wider variety of instructional strategies, methods, and learning activities and are more effective with them when they have fewer rather than more students.

Simply put, teachers who have fewer students are more innovative. Not only do they invent more new practices, but they are more likely to be the first to introduce into their classrooms new practices developed by others.

The new practices are characterized by greater student involvement and participation, both mentally and physically. Lecture and formal presentation are used less often, and more opportunity is provided for individual student practice and broad discussion of ideas. Less time is spent on formal testing and recitation, and more time is devoted to laboratory work and demonstrations. Student-developed projects and learning activities in the community take precedence over busywork.

Not only do these practices appear more often when teachers have fewer students, but so do other interactive strategies which call for detailed teacher preparation and/or greater skill by teachers and students in implementation. Examples of these are brainstorming, values-clarification exercises, role-playing simulation of real life experiences, sociodramas, task-oriented small groups, and debates. And to deal with the broad content covered by these methods, teachers and students use a greater variety of educational materials, media, and other concrete devices to supplement textbooks.

Generalization II: Students benefit from more individualized instruction when teachers have fewer rather than more students.

Teachers have greater knowledge of individual pupils—their unique skills, interests, goals, styles of learning, personal backgrounds, and rates and manners of cognitive development—and they use this knowledge to maximize opportunities for each student's growth and development.

Differences in attitudes, human values, emotional maturity, and personal sensitivity are recognized and become the basis for increased student motivation to work and to achieve. And there are also increases in differential task assignments, modification of questioning techniques to improve understanding, provision of help and enrichment outside regular class time, and use of a variety of resources to meet individual requirements, such as programmed materials, audiovisual aids, newspapers, specimens, crafts, tools, magazines, and books.

Further, students have more opportunity for assuming a variety of roles that enhance important educational, communication, and social skills: sharing ideas and perceptions with other individuals and modifying behaviors to interact with others who are different from oneself. Such interaction leads to acceptance of individual responsibility for becoming more effective in planning, in monitoring one's own work and study time, in determining the content and direction of lessons, and in learning how to initiate change.

Generalization III: Students engage in more creative and divergent thinking processes when teachers have fewer rather than more students.

Students and teachers have more opportunity to entertain new and different ideas with an openness and respect for differences which lessen anxiety. Students have time to play with an idea, initiate an activity or project beyond the content of a lesson, and formulate hypotheses and predict outcomes.

A learning environment is possible which allows students to practice the skills of critical and creative thinking, such as analyzing, summarizing, abstracting, evaluating, and generalizing.

Generalization IV: Students learn how to function more effectively as members and leaders of groups of varying sizes and purposes when teachers have fewer rather than more students.

Skills development in group processes is more frequent and of higher quality. These include the important skills of decision making, role distribution, group goal setting, conflict resolution, cooperative participation, group evaluation, and development of cohesiveness and syntality—the "we-ness" so important to group personality and successful accomplishment.

Generalization V: Students develop better human relations and have greater regard for others when teachers have fewer rather than more students.

The emotional climate of the learning environment is characterized by more warmth, courtesy, empathy, consideration, and mutual respect.

Teacher behavior is more relaxed, good-natured, and inoffensively humorous in order to promote patience and acceptance of other pupils.

Students are more likely to learn to respect the opinions of others, and problem-solving activities are freer of conflict and hostility. Teachers work with students more on their level as opposed to acting aloof and authoritarian. Thus, students, instead of being apathetic and slow to respond to educational activities and tasks, volunteer more, show greater initiative, and are more eager to participate.

Generalization VI: Students learn the basic skills better and master more subject matter content when teachers have fewer rather than more students.

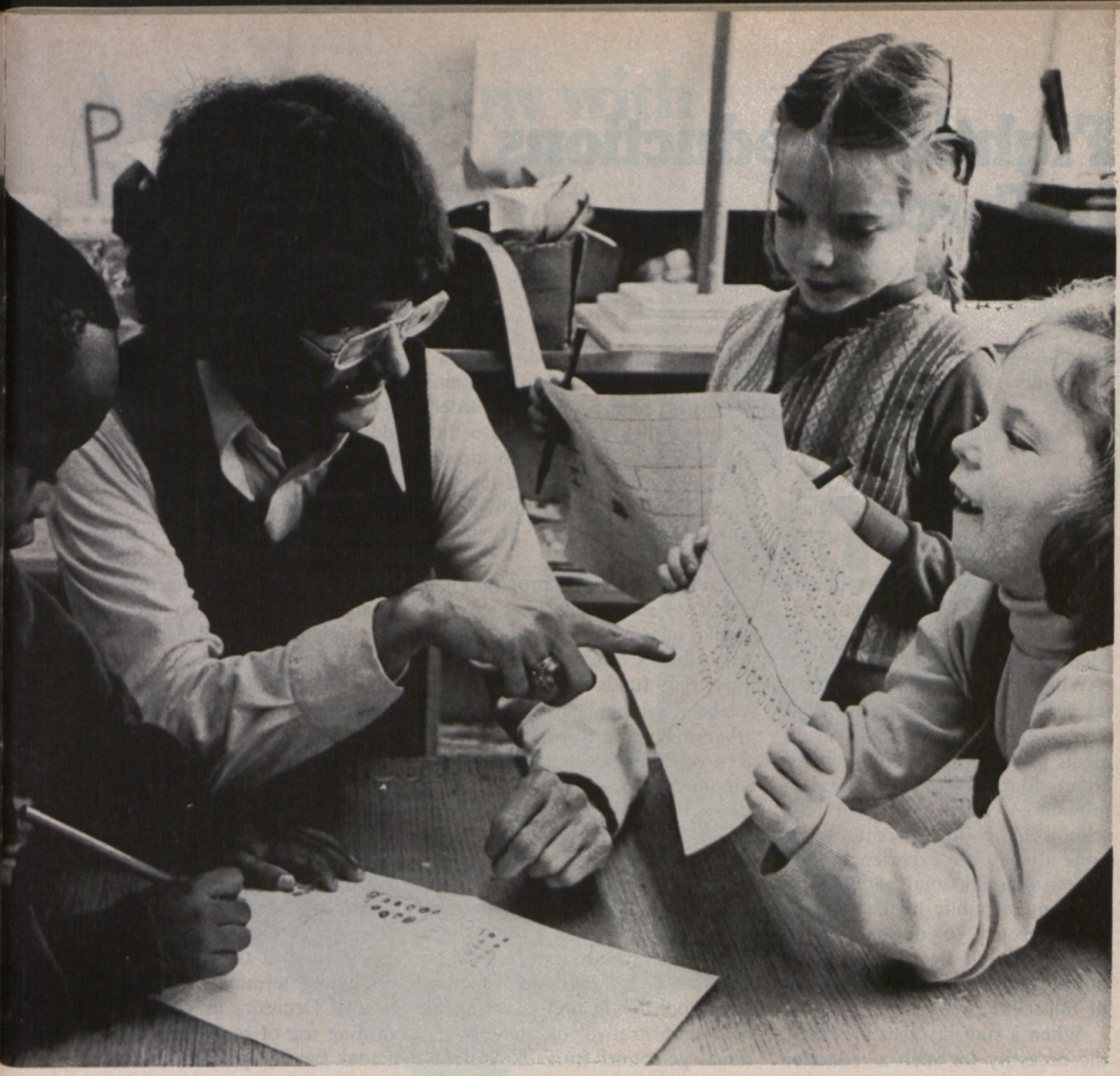
Students achieve better in nearly all skills and subjects, but especially in language, reading, mathematics, physical and mechanical skills, science, social studies, spatial relationships, and reasoning.

Generalization VII: Classroom management and discipline are better when teachers have fewer rather than more students.

Students commit fewer aggressive acts. Their frustrations are fewer, and teachers are better able to diagnose causes of misbehavior and deal more effectively with individuals before major problems occur. As a result, there are fewer interruptions of the learning process and less student restlessness and tension.

Generalization VIII: Teacher attitudes and morale are more positive when teachers have fewer rather than more students.

Teachers experience higher degrees of personal satisfaction and



For much teaching and learning, research indicates that smaller classes are unquestionably better than larger ones.

a greater sense of achievement and are less exhausted at the end of the day.

Generalization IX: Student attitudes and perceptions are more positive when teachers have fewer rather than more students.

Students are more favorable to their teachers and to the instruction they receive. In addition, because they see their instructors in a greater variety of roles, they are better able to clarify their ideas and their feelings about their teachers.

We return to the beginning quotation from the classroom teacher in 1957—a complaint still relevant today. But with one exception. The 1957 supply of teachers and classrooms was extremely inadequate. Today there are sufficient teachers and classrooms.

For the first time in many years, we have the chance to make the good things happen that research demonstrates will happen if teachers do not have too many students.

Whether or not this rare opportunity will be seized on depends on a number of conditions. Looming large among them is whether or not the American people, in a time of economic reverses, will place high enough priority on the education of their children to pay for enough teachers to make the good things happen. □

To obtain a list of references that support the case for smaller class size, send a self-addressed, stamped (20¢) No. 10 envelope to Programs for Professional Excellence, Room 714, NEA Center, 1201 16th St., N.W., Washington, DC 20036.

Fighting Reductions in Force

Thousands of teachers and other faculty are working in school districts, colleges, and universities that are contemplating reorganization or consolidation because of alleged insufficient funds and decline in student population. These districts and colleges may respond to the economic realities of inflation and/or recession by reducing the teaching staff—including experienced faculty—and by cutting back on educational programs.

What are the facts with regard to declining school populations? Public elementary school enrollments have been decreasing for about four years. The rate of growth has been slowed in high schools and colleges. Some institutions already are experiencing declines, although total national enrollment in public high schools is not expected to decline significantly until fall 1976 and in higher education institutions, until fall 1981.

When a staff layoff is proposed, the necessity for such a reduction must be checked and challenged. Effective state, local, and national education association actions must ensure fair treatment for teachers if the need for a layoff is valid. This article outlines some actions available to education associations and specific attempts which have been made to minimize the impact of reductions in force (RIFs).

First, where reductions in force are proposed because of district reorganization or a declining student population, teachers associations must review the facts. Even if the reason presented by the school board is valid, associations must urge districts to maintain all existing staff positions in order to enable districts to increase the quality of services to students, particularly by lowering pupil-teacher ratios, providing more individualized instruction, and providing new programs.

Second, if a RIF is proposed for budgetary reasons, teacher groups should question the factual basis for cutbacks. Associations should insist that funds be allocated for teachers' salaries and instructional programs on a priority basis above such other items in the budget as administration, maintenance operations, and attendance services, which do not directly contribute to the students' instruction. Often, an analysis of a school district's budget will uncover new sources of available revenue including reserve funds, funds transferred unnecessarily to guarantee interest for school bonds, and the removal of administrative or noninstructional personnel from the instructional budget.

Third, associations should question any failure of districts to seek and use all available resources. Local governments may, for example, receive revenues from property rental or interest on investments which are not funneled into the instructional budget. Moreover, state funding formulas regarding pupil-teacher ratios should be examined. Sometimes state contributions are tied to the maintenance of specific ratios, and an increased ratio may result in loss of funds. In addition, districts should avail themselves of all possible funding from federal and state sources, and associations should become aware of possible additional funding from government agencies.

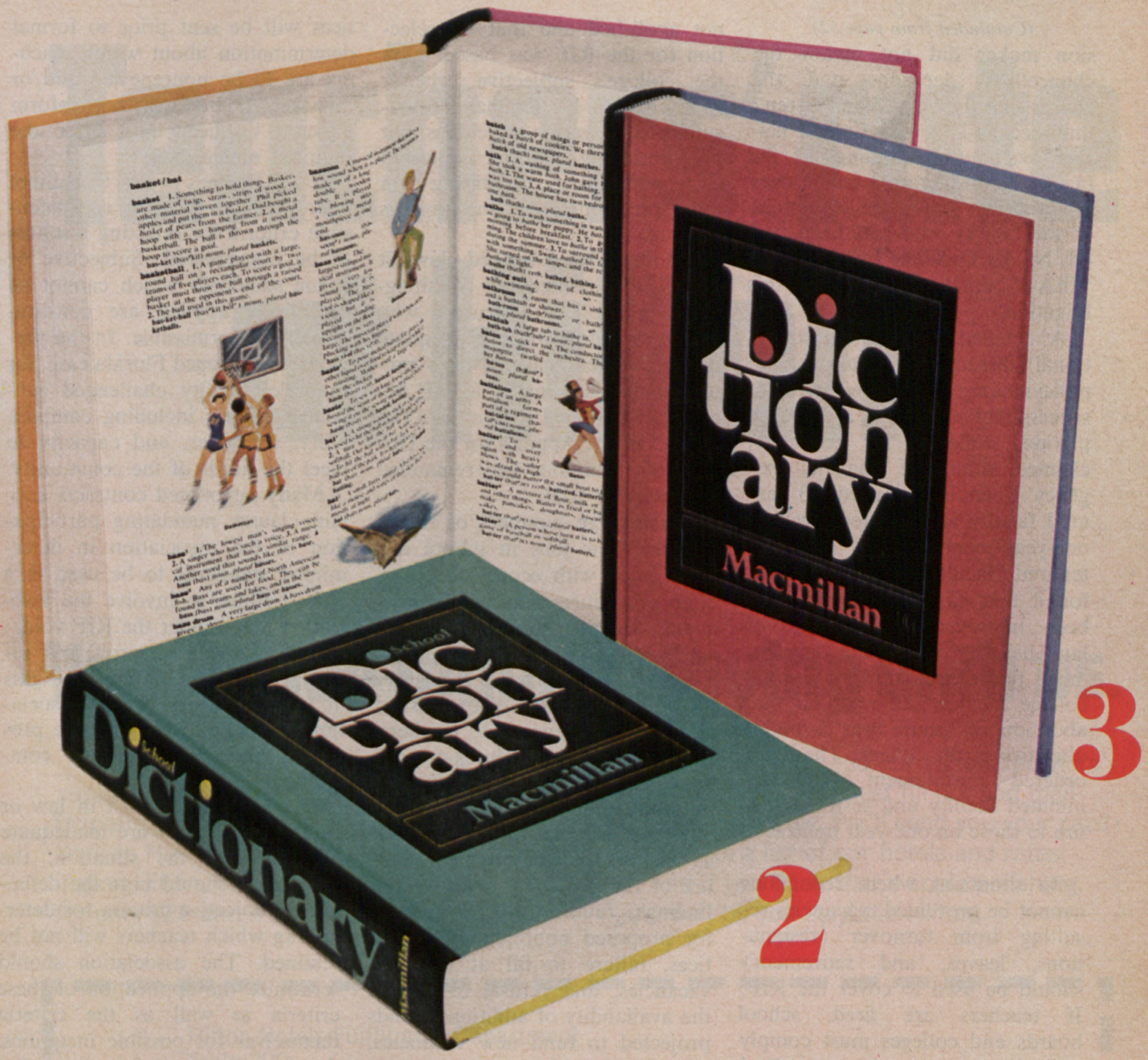
In Washington state, where voters have sometimes failed to vote for annual tax levies, the resulting reductions in force in school systems have been challenged by the Washington Education Association and the NEA. This litigation has resulted in the restoration of thousands of teachers' jobs.

Economic difficulties were given as the reason by the University of Wisconsin for massive layoffs of tenured faculty on a number of campuses. These layoffs are now being challenged as arbitrary and capricious in a federal appeals court. Chancellors of universities within the statewide system had determined that financial exigencies existed at their campuses necessitating termination of tenured faculty. Decisions in Wisconsin regarding use of budgeted funds for actual faculty positions rest with the chancellors, not the state legislature, the Board of Regents, or the central administration. On all but one campus, faculty committees recommended rescission of layoffs because they found that there were sufficient work (anticipated enrollment decreases did not occur) and funds to justify retention of faculty; however, although some faculty were subsequently reemployed with tenure, a number of the terminations have stood.

At issue now in the U.S. Court of Appeals for the Seventh Circuit is the fact that an impartial deci-

(Continued on page 34)

A series to grow with



1 For the young child, enticing full-color pictures from A-Z, definitions that are simple and clear (controlled to the readability of each entry word), and listings that provide what the beginner needs first. (Entry words are spelled out whole for easy recognition. Diacritical spelling comes at the end of each listing.) The **Macmillan Beginning Dictionary** makes a natural learning partner for every child, Grade 2 and beyond.

2 For intermediate students, Macmillan makes dictionaries easy to like! Attention-getting good looks outside and in, at-their-level readability, and all the words they are likely to need—65,000 entries on 1,000 color-splashed pages. There's a bonus for browsers . . . fascinating *Language Notes* on the history of languages, letters, and words. **Macmillan School Dictionary** is bright and engrossing enough to convert every student.

3 Junior and senior high students need a comprehensive guide to their language. The **Macmillan Dictionary** contains more entries, more definitions, more illustrations —more information your students can use than you'll find in any other current school dictionary. 95,000 entries, 120,000 definitions, 30,000 illustrative examples . . . and much, much more. Your students will like it —and use it!

MACMILLAN PUBLISHING CO., INC.

Find out all the ways Macmillan makes dictionaries easy to like!

FS-713

To: Macmillan Publishing Co., Inc., 200F Brown Street, Riverside, N.J. 08075

Please send me a brochure on:

___Macmillan Beginning Dictionary ___Macmillan School Dictionary ___Macmillan Dictionary

Name_____Title_____

School_____Address_____

City/State/Zip_____

(Continued from page 32)
sion maker did not review the chancellors' decisions and the charge that the chancellors weren't unbiased and therefore could neither evaluate the findings of the faculty reconsideration committees nor consider fairly the objections of the faculty who had been laid off. NEA's DuShane Fund and the WEA Council are financing this litigation.

A detailed study of an educational institution's finances and policymaking may reveal data to successfully challenge a RIF. A private college, for example, claimed bona fide financial exigency when it dismissed 13 tenured faculty and granted terminal one-year contracts to some 54 tenured faculty. A state court found that cash flow could have been improved through sale of land held for real estate development purposes and that internal college memoranda revealed that abolition of tenure was a major objective of the college. The court ordered reinstatement of the terminated faculty and restored tenure to those on one-year contracts.

In situations where reductions cannot be prevented, vacancies resulting from turnover (resignations, leaves, and retirement) should be used to cover the RIF. If teachers are fired, school boards and colleges must comply with statutory and contractual agreements, as well as with constitutional requirements of due process. Typically, these include timely notice, statement of reasons, a hearing, and the right to appeal to a court.

An assistant professor employed under a continuing contract at a Florida community college was summarily terminated pursuant to a reduction in force. The faculty member—whose case is now on remand to a federal district court—has alleged that his position was not abolished and that his selection for the RIF was based upon the college's subjective criteria. Moreover, in his DuShane Fund-supported litigation, he claims that his continuing contract conferred a property interest entitling him to a pretermination due process hearing.

Another NEA-backed lawsuit concerns a nontenured Washington, DC, college instructor who was terminated without adequate notice, written reasons, or a pretermination hearing in a RIF because of financial difficulties. The U.S. Court of Appeals for the District of Columbia has remanded her case for trial.

When large numbers of teachers lose their jobs in school districts faced with economic crises, often procedures may not be adequate. In the spring of 1971, when voters in Renton, Washington, failed to approve a local levy for 1972, the school district issued notices of nonrenewal to teachers. Deficiencies in procedures are still being litigated and include but are not limited to failure to provide objective criteria for nonrenewal as well as for reinstatement, failure of the board to make written findings, failure to give reasons for proposed nonretention in notices, failure to fill at least 66 vacancies, and refusal to discuss the availability of additional funds projected to fund new vacancies. Moreover, evidence obtained in depositions of the school board members established that sufficient funds were available and expected. This case, backed by NEA and the Washington Education Association, is still before the state courts.

Frequently, school boards eager to meet statutory time limits for notice of nonrenewal in the face of lost tax levy elections and failed bond issues make errors. When large numbers of notices are to be sent, the possibility exists that notices will be sent prior to formal determination about which teachers are to be nonrenewed and/or that the board will not inform affected teachers until after the required notice date.

If a RIF does occur, the school board or college must use defensible criteria for selecting teachers to be nonrenewed. Subjective or vague standards which cannot be objectively applied are constitutionally impermissible. In the previously mentioned Florida case, for example, faculty challenged subjective criteria including compatibility, character, and capacity to meet the needs of the community.

Many negotiated contracts contain clauses mandating participation of the association in determining standards to be used in a RIF. Failure to involve the association may render the RIF void.

Some states have provisions relating to layoffs and recall rights in RIF situations. Local associations must be aware of these provisions and insist on their compliance.

If no standards exist in law or contract or if they are inadequate to deal with the situation, the association should urge the definition of objective criteria for determining which teachers will not be retained. The association should scrutinize the application of these criteria as well as the criteria themselves for possible inequities. At the very least, the association should insist that decisions and reasons for the determinations under established criteria be made both in writing and in public meetings and that they be available for public inspection.

Objective criteria include seniority, certification, degrees and credits in addition to degrees, and years of experience. Priorities in the use of these criteria will produce different results. Such criteria must not produce disproportion-

(Continued on page 96)

Teachers' rate at Hilton.

You'll save money staying with us.

At Hilton, we think teachers merit special support. So we offer reduced rates at participating Hilton Hotels and Inns from New York to Hawaii. For example, at the Washington Hilton, teachers can get a $32 room for only $26 and a $44 room for only $34.

To qualify you need our Hilton Teachers' Identification Card. Just fill out and mail the coupon below. We'll send you your card along with a list of our hotels and rates.

And if you think that's apple polishing, just wait till you stay at a Hilton.

Hilton Hotels Fulfillment Department
Suite 200
205 S. Beverly Drive
Beverly Hills, California 90212

Please send me your special rates pamphlet and my Hilton Teacher Identification Card.

Name _____

Home Address _____

City _____ State _____ Zip _____

School Address _____

City _____ State _____ Zip _____

Position _____ Retired _____ Yes _____ No

Hilton Come Visit the Hiltons

A Teacher Views Criterion-Referenced Tests

By JEAN S. BLACHFORD
Elementary Classroom Teacher
New Brunswick, New Jersey;
Member, NEA Task Force on Testing.

Recently, students and teachers have been questioning the use of standardized tests, including their administration, ranking, scoring, and reporting procedures. We teachers deplore the use of tests to rank students and recognize that use of standardized tests does not, in fact, improve educational programs.

In response to these negative reactions, test developers have offered the criterion-referenced test (CRT), which tells something about an individual student without reference to the performance of any other student. Despite this advantage of CRT over norm-referenced tests, we teachers must still consider several things as we become part of the national movement toward criterion-referenced tests. We must also seek relevant and constructive action programs to learn about alternative assessment tools.

Given the CRT methodology, teachers must have assurance that the test items are directly based on the instructional objectives that are included in their students' curriculum. Neither students nor we teachers should be assessed on test items that reflect educational outcomes not included in the local instructional program.

It is important that objectives be developed at the local level and that they take into consideration the fact that all learning cannot be translated into CRT items. Evidence is fast accumulating that cognitive processes are measurable but that higher-level thought processes are very difficult to measure. Thus we find ourselves measuring very simple tasks. As teachers, we must be aware that the test questions directly related to instruction are limited to assessing mastery of specifics and do not assess a student's general ability.

Indeed, if we are permitted to formulate the instructional objectives for our own students, we must use caution in selecting the objectives that meet the personal needs of the particular children we teach. Selection of improper objectives can lead to highly detrimental consequences. Narrowly structured objectives may be readily mastered by students, but they are grossly unfair to students and to the teacher. Those students who are taught only through a set of rigidly applied performance objectives are being denied the broad experience of varied learning styles and creative teaching techniques.

Consider, for example, what might happen if students were required to master in a 10-week period the following seven objectives taken from an elementary item bank in the skill area of language arts comprehension:

(1) Retell a story; (2) use a given word in a written sentence; (3) name the class of a group of pictures; (4) identify synonyms; (5) identify antonyms; (6) select a picture to match a sentence; (7) recall facts for *who, what,* and *where* questions.

If students miss the established mastery level, the teacher faces this dilemma: Have they missed by only a little? On the other hand, if students master the objectives in an outstanding manner, the teacher may not know whether their performance indicates a high likelihood of success on subsequent objectives or whether the CRT items were written in such a way that competency was assured.

Two other problems that plague teachers are related to the way criterion-referenced tests are developed and how their results are used.

One is that test items are developed in a hierarchy of difficulty which almost assures that certain percentages of students will not be able to respond correctly to some items. This flies in the face of the very philosophy of instructional objectives: that all students should be helped to achieve all objectives as fully as possible and that a major purpose of testing ought to be to determine which students need more work on which objectives in order that they may achieve full mastery.

The second, which is closely related to the first, is the use of cutting scores, pass-fail points, or minimal competency levels. Reporting and decision making based on such measures can result in the use of criterion-referenced tests for the sorting and classifying of students—a practice that has been found so objectionable with means, quartiles, and similar statistics in norm-referenced tests.

Finally, if we are to pursue CRT as an aid in meeting the instructional needs of our students, we must insist upon proper in-service education in the preparation of test items that are attributable to our instruction. The items must be developed in such a way that each item will require a specific response. We must be thoroughly instructed in sound and fair development of CRT items. □

©1974 Hanes Hosiery, Inc.

Some women are more alive than others.

Part of it has to do with the woman. The other part has to do with Alive.

Alive is the support pantyhose from Hanes. For you and every woman who works hard, plays hard and loves being alive.

So beautiful, Leslie Uggams wears it. Even under the lights.

Alive® Support Pantyhose by Hanes.

Available in a variety of styles and colors at finer department and apparel stores.

An Alternative to Blanket Standardized Testing

By **RICHARD J. STIGGINS**
Assistant Director of Test Development, American College Testing Program; Former Coordinator of Educational Research and Program Evaluation, Edina (Minnesota) Public Schools.

It is common practice among some public school districts to have a committee of teachers and administrators annually review the district testing procedures. The committee usually discusses what standardized achievement test battery and/or aptitude or intelligence tests should be used at what grade levels. And the result is generally a rubber stamp on previously used procedures.

Recently, however, a number of innovations in testing procedures have emerged which may make rubber stamping inappropriate. They include the use of sampling procedures and such innovations as criterion- and domain-referenced testing.

For a number of reasons, however, these innovations are not frequently part of the test review committee's deliberations. One reason may be the committee members' limited knowledge about testing, which is a highly technical subject and does not lend itself easily to simple explanation, understanding, and application.

The institutionalization of testing procedures has also contributed to the lack of knowledge and applications of innovation in educational testing. Or as Samuel Superintendent might put it, "The board of education will never let us give up standardized testing."

A third and final reason for the lack of impact of educational measurement innovation on public education is the minor role that tests play in educational decision making. Because of their general nature, standardized tests are limited in their ability to contribute to district, school, or classroom level decisions. Many educators may recognize this fact and yet continue to give the tests because their use satisfies the board and the public.

In brief, a lack of technical knowledge of testing has given rise to the three factors stated above, each of which in turn prevents the gaining of new knowledge of testing. The result is a closed system of development in educational testing which resists the implementation of practices and procedures common to other fields.

One such practice is sampling, a procedure for increasing the efficiency of data collection that is gaining prominence in educational testing as a result of recent large-scale testing programs, such as the National Assessment of Educational Progress.

Random sampling is a statistical procedure which allows such social scientists as Gallup, Harris, and other pollsters to draw general conclusions about the attitudes of an entire population on the basis of a very few scientifically selected respondents. Survey participants are randomly selected to be representative of larger groups, thus allowing for efficient, less expensive, and quite accurate conclusions.

And so it can be with achievement test scores. In situations where testers want to draw general conclusions about large groups of students, such as an entire grade level for a district, a properly selected sample can yield very accurate estimates of "typical student" performance.

Another innovation in educational testing situations, matrix sampling, takes advantage of just such a random sampling procedure to increase efficiency by reducing the number of students involved in testing. But there is another sampling dimension. Not only is it unnecessary for each student to be tested to generate accurate group estimates of academic performance, but it is unnecessary for every student to respond to every test item.

Matrix sampling involves the simultaneous random sampling of both students and test items. It involves, however, different, nonoverlapping samples of students taking nonoverlapping samples of items so that each matrix sample is a sample of students taking a sample of items.

This requires a set of items to be partitioned randomly into several subsets and each subset given to a different sample of students. For example, if there are 50 items, they could be partitioned into 10 samples of 5 items each and each sample randomly assigned to 1 of 10 samples of students.

The procedure reduces the number of students and the amount of class time required to generate the desired data. When responses to items are summarized, the results may be generalized to both the entire test from which the items were derived and the entire population of students from which the sample was selected. It is important to note, however, that no information is gathered on individual pupil performance. A matrix sample provides only group estimates.

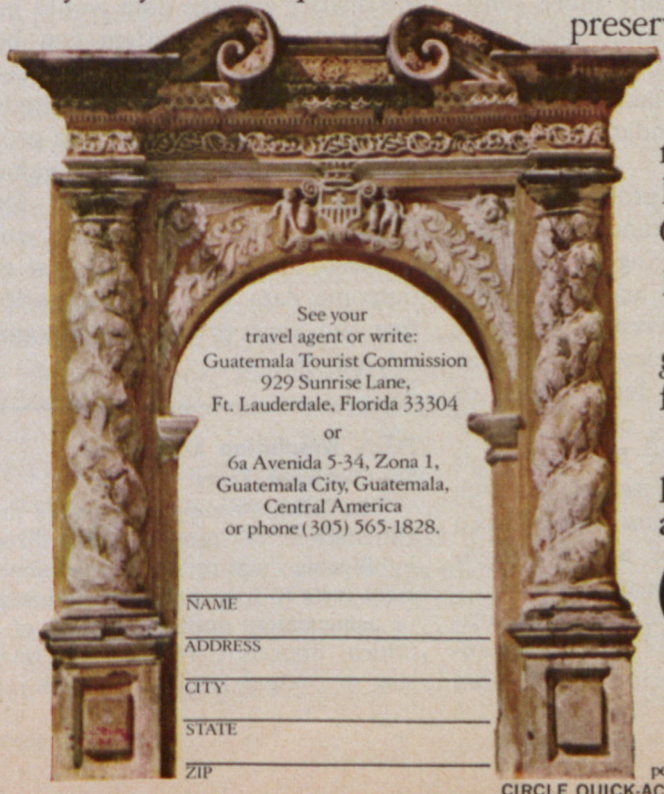
(Continued on page 40)

The Temple of the Grand Jaguar is only one of the interesting sights found in the lost Mayan City of **Tikal.** This city reached its height of splendor around 320 A.D., only to be abandoned and lost to the rest of the world for over 1,000 years. Visit Tikal and step back into ancient history.

Or discover one of the most festive markets on earth–**Chichicastenango.** This city vibrates with the excitement of its outdoor bazaar offering native handicrafts, textiles, pottery and blankets at pleasingly low prices. The volcanic peaks surrounding beautiful

Lake Atitlan and the native villages on the water's edge form one of the world's scenic wonders. No adventurer or nature lover should miss Lake Atitlan, nestled quietly in Guatemala's volcanic mountain range. The ruins of once-splendid palaces stand in

Antigua, declared "Monument of America." The reigning capital of Spanish America for more than 230 years, Antigua was destroyed by an earthquake in 1773 and is now being preserved in its architectural style of 300 years ago. See all this on your 8 day/7 night tour of Guatemala. Included are your round trip air fare, hotel and sightseeing tours of Guatemala City, Chichicastenango, Lake Atitlan and Antigua, plus time to explore Tikal.



For $65 extra, you can fly to Tikal, take a guided sightseeing tour and have lunch, then fly back to Guatemala City.

So if you're planning on seeing any part of Latin America, come to Guatemala and see it all.

See your travel agent or write:
Guatemala Tourist Commission
929 Sunrise Lane,
Ft. Lauderdale, Florida 33304
or
6a Avenida 5-34, Zona 1,
Guatemala City, Guatemala,
Central America
or phone (305) 565-1828.

NAME _____

ADDRESS _____

CITY _____

STATE _____

ZIP _____

Guatemala $234.

per person, double occupancy, from Miami, $359 from Los Angeles. Prices subject to change.

CIRCLE QUICK-ACTION CARD NO. 44

(Continued from page 38)

Let me illustrate why matrix sampling might be useful and appropriate for an annual district-wide standardized testing program.

I will argue that the only truly legitimate concerns of standardized testing in any district are general conclusions about the entire student body. Testing is one process of gathering information for decision making. In education, decisions have to be made at a number of levels.

First, we must make diagnostic and prescriptive decisions regarding individual students. Second, we must make decisions regarding the viability of specific educational programs. (This is the newly emerging concern for program evaluation.) In addition, building administrators must make general school-level decisions. Finally, superintendents, boards of education, and the public must make district-level decisions.

In most districts, the information on educational outcomes required for many of these multilevel decisions is typically generated from the annual administration of a standardized achievement battery. The computer scoring service is then able to return individual pupil scores, class averages, building averages, and district summaries, all for about 75¢ to $1 per student. This seems most economical until one considers what actually happens to these test scores and summaries.

First of all, at the classroom level, these scores are designed to discriminate among students "to help with diagnosis." However, I challenge anyone to diagnose and prescribe from a grade equivalent of 3.2 in a general gross construct called "total reading." Most teachers recognize that such transformed scores contain too little information to be diagnostic or prescriptive.

The test publishers argue that teachers can do individual item analysis to reveal specific weaknesses, but any teacher who has attempted to do this realizes how tedious this task can be.

At the specific program level of decision making, standardized achievement batteries also fall somewhat short of necessary data requirements. The qualities of items selected to allow the test to discriminate among students make it very difficult for them to detect specific educational program impacts. The items are simply too short, too general, and too individualized to be sensitive to local instructional interventions.

For example, correct responses to four additional test items represent a year's growth in grade equivalent terms between grades five and six on the *Iowa Test of Basic Skills,* Form 5, Level 12, Arithmetic Concepts. Not only is it totally unfair to characterize an individual learner's year of growth so narrowly, but as a program developer, I would be quick to challenge an evaluator who selected such an imprecise tool to demonstrate the viability of my newly developed instructional sequence. From a program evaluation point of view, instruments more sensitive to local program objectives are much more desirable for program decision making than are any national standardized examinations.

Many of the problems which arise from using standardized tests as criteria for judging specific program quality also arise when one attempts to differentiate among general program elements, such as classes, teachers, departments, or buildings. Because of the lack of sensitivity of these tools, there is little or no educational research delineating any causal line between program elements and standardized outcome measures.

To say that one school's learning environment is better than another's or one principal is more competent than another on the basis of standardized test data is a total misuse of the data. Yet the summaries returned to districts by scoring services and comments of educators would suggest that this is the intent.

To date, educational research can establish no significant stable links between any teacher, administrator, or building characteristics and differential standardized achievement test scores. Therefore, it is quite apparent that standardized test scores are incapable of contributing to specific and general program-related decisions.

What, then, are these tests capable of doing? Very simply, they are useful as gross indicators which can best serve as information for communication to the public on the state of achievement in a given district. In fact, it may be that this is the only real use they are put to in most districts anyway.

If these tests are really incapable of contributing to important specific decisions, then their use for public relations is their only appropriate use. In that case, a testing system which yields only the district average data would be sufficient. Such a system can be created by using sampling procedures. An investment of hundreds of dollars for sample data can provide information of the same value as that previously gathered for thousands. The dollar savings can be used to gather other types of outcome data which are prescriptive and appropriate for program-related decisions. □

NEA Resolution (74-36) on Standardized Tests

The NEA strongly encourages the elimination of group standardized intelligence, aptitude, and achievement tests to assess student potential or achievement until completion of a critical appraisal, review, and revision of current testing programs.

Editor's Choice

Editors ordinarily spend much more time living in the future than in the past, but in planning this issue of *Today's Education*, the last before my retirement, we've spent many hours looking backward. We've reread the 172 issues published over the 20 years that my name has appeared on the masthead as editor. (Someone has said that no one should speak in the first person plural except royalty and people with tapeworms. Editors, however, use the editorial *we* so freely that we scarcely know whether we're speaking in the singular or the plural. On this page, *we* sometimes means the editorial staff, sometimes the editor. "Editors' Choice" would have been as appropriate for the title as "Editor's Choice.")

Our goal was to choose for reprinting 31 pages from the more than 10,000 published since 1955. This took quite some reading, evaluating, arguing, and decision making. We finally settled on short, readable, timeless (but not too recent) material that we hoped would be especially helpful. *We avoided:*

- Some of the lengthy scholarly pieces that we've published, such as Freeman Butts's 16-page "Search for Freedom—the Story of American Education" (March 1960) and John Fischer's 10-page "Public Education Reconsidered" (May 1972).
- Stories describing innovative curriculums and action programs in schools across the nation. Reader response has indicated that these pioneer efforts influenced other school systems. But to retell what was new yesterday would be to bore today's teacher with the now familiar.
- Articles on the dynamics of professional organization. Current *NEA Reporters* inform NEA members on what is happening in the organized profession better than could any rehash of *Journal* material.
- Articles that, though planned with care and presented with hope, did not live up to expectations. Also, articles which, impressive on first reading, nevertheless illustrated educational journalism at low ebb: gobbledygook. *New York Times* education writer Gene I. Maeroff calls this jargon which afflicts most professional magazines "academese, godawful writing" that confuses obfuscation with scholarliness. We seldom publish pretentious manuscripts; to *re*publish even one would be unforgivable.
- Concentration on the dazzling array of big-name authors who have spoken to the profession through the pages of this periodical. (We included, however, some famous authors in the selections.) We're immensely proud of a distinguished roster of authorship which has included Arnold Toynbee, Somerset Maugham, Dorothy Canfield Fisher, Mark Van Doren, Bruce Catton, Helen Keller, Granville Hicks, Isaac Asimov, Lawrence S. Kubie, C. P. Snow, Bruno Bettelheim, Haim Ginott, Margaret Mead, Constantinos Doxiadis, Henry Steele Commager, Presidents of the United States, Teachers of the Year; also Jeanne Chall, Barry Commoner, James B. Conant, Ralph Tyler, Harold Shane, Dorothy Baruch, and dozens of other well-known educators. Even brief quotes chosen on a name basis would have absorbed the entire 31 pages.
- Articles published within the past two years, since recent issues are easily available. (We broke this rule with one selection.)

So these were the kinds of materials we did not choose. What did we choose? Articles in the fields where the *Journal's* contribution has been greatest. The editors' judgment as well as reader evaluation indicates that the most lasting contribution of *Today's Education* in the last two decades has been in the areas of thinking and learning; mental health (chiefly of children, with emphasis on child growth and development, but also of teachers); parent-teacher-student relationships; and values.

Among the pieces on values, we call the Pendleton article to your special attention. Note that it appeared at the time when many of the Watergate cast were college students. If more professors had shared Pendleton's standards, might the history of the present period have been somewhat different?

When it came to humor, the charming human-interest classroom classics by Phyllis Tedesco Naylor and Steve Brody tempted us, but the highly rated satires by Paul McKinnis and John Motzkus finally won out. We haven't always had the best of luck with satire. We recall, for instance, one of our great favorites, Peter Schrag's hilarious tongue-in-cheek announcement of a Custom-Tailored Commencement Speech Service. Orders for the speeches inundated us! From then on we approached humor with some diffidence.

We selected a disproportionate share of material on discipline. The magazine has carried less on this topic than on the others featured here, but teachers are urgently requesting help with discipline problems. The articles reprinted have, we hope, the same relevance that they did when first published to widespread appreciation.

Well, now that you've been taken behind the scenes in the *Journal* office, we hope you'll enjoy reading the selections on the following pages.

—**Mildred Sandison Fenner,** *editor,* Today's Education.

Needed: A Revolution in Thinking?

By CARROLL QUIGLEY
Professor of History, Georgetown University, Washington, DC. (Originally published in 1968)

Every event, every human experience, is unique. It occurs at a certain place, at a certain moment, to persons at a specific age and condition and in an arrangement of all these which will never be repeated. Never again will that event happen at that place, at that time, to those people, under those conditions.

People can deal with such unique events by action. The baseball player at the plate faces that unique and never-to-be-repeated pitch and by making a never-to-be-repeated swing at it may be able to hit the ball over the fence for a home run. This is an example of how individuals, by action, can deal successfully with the unique events that make up the living experience of humankind.

But people also try to deal with the continuous stream of unique events which make up their lives by other methods besides action. They try to think about them and to communicate with others about them. To do this, they classify unique events into general classes or categories and they attach names or labels to such categories.

This process of classification and labeling ignores the qualities which make events unique and considers only those qualities which events are believed to share or to have in common. In this process, each society (and each person in that society) classifies its experiences and events into categories and then gives labels to these categories and puts a relative value on them—regarding some of them as good or desirable and others as less good and less desirable.

Each society has such a system of categories and of valuations of categories. This is known as the society's "cognitive system." It is the most important thing we can know about any society and the most difficult to learn. When individuals speak of the "inscrutable Chinese" or the "mysterious East," they are really saying these remote peoples have cognitive systems that are different from theirs and are therefore more or less incomprehensible to them.

Getting to know the cognitive system of any people (or even of other persons in our own society, since no two persons have *exactly* the same cognitive system) is difficult because it is not easy even to take the first step—to recognize that we ourselves have a cognitive system, a distinctive way of looking at the world *that is not the way the world actually is* but is simply the way our group conventionally looks at our world.

The best way to recognize that one's own group has a distinctive way of looking at things and that our own way is *not* the way things necessarily are is to deal with groups who have cognitive systems different from ours and who are just as certain that their way of seeing things is the way things actually are.

Such an experience, called "cultural shock," may lead to cognitive sophistication—the recognition that *all* cognitive systems are subjective; that each is misleading to those who have it; and that although each enables those who have it to function *within* their own group, it handicaps them in dealing with persons from other groups. Moreover, even within a single society or group, cognitive sophistication is necessary whenever the experiences of that society are changing so rapidly that the old ways of looking at actuality handicap rather than help in dealing with the society's problems.

When people or groups with different cognitive systems interact, frictions and clashes occur, in many cases, without anyone's being able to see why. This happens even where there may be a maximum of goodwill on both sides. The difficulty occurs because individuals are unaware that they have a cognitive system of their own and, while seeing fully what other people do that irritates them, they cannot see why anything they are doing should irritate anyone else.

Cognitive sophistication makes it possible to know both one's own cognitive system and that of the different group with which one works so that one may be able to translate both talk and actions from one such system into the other, while recognizing the conventional and arbitrary nature of both.

Cognititive sophistication is so rare and so difficult to acquire that interaction across cultural barriers is a frequent cause of conflict. This applies to

all relationships across cultural barriers—not only to those with other nations and major cultures but also to those within a culture, such as relationships between suburbanites and slum dwellers or between races or social classes.

The cause of such cognitive conflicts may arise in large part from the different ways in which peoples look at time. Time is *undivided* duration, but in order to think or talk about it, each culture must divide it.

Our culture divides time into two parts, the past and the future, which meet at the present moment—an instant without duration. This is reflected in European languages, which have tenses in the past, present, and future. But some peoples, such as the Bantu of Africa, do not have time classes of this sort in their language or social outlook. Many Bantu tongues divide verbs into those concerned with completed and uncompleted actions. They have no future tense because they categorize the future and the present together into a single form concerned with unfinished actions. (Similarly, in English we sometimes say, "I am going to school tomorrow," using the present tense for a future action.)

In the usual Bantu cognitive system, time is quite different from what it is to middle-class Americans, since it consists of a present of long duration and great importance; a past of less importance and moderate duration, such as can be held in personal memory; and almost no future distinguishable from the present.

Among some of these people, the future is not conceivable beyond the next few days and certainly has no meaning in terms of years. These people live in and value the present with all its problems, pleasures, and human relationships. Such people, even if they are given birth-control devices, are unlikely to use them, simply because they have no training in subjecting present relations to a hypothetical event nine months in the future.

Such cognitive differences are of great significance, especially when value systems are different. The African values the present, whereas many middle-class Americans put all emphasis on the importance of the future and are ready to make almost any sacrifice in the present for the sake of some hypothetical future benefit. In contrast to both, the aristocrat of today, like the ancient Greek, usually puts highest valuation on the past.

In our society, the latter viewpoint is now generally ignored, but the conflict between the "future preference" of the American middle-class suburbanite and the "present preference" of the lower-class slum dweller leads the former to regard the latter as shiftless, irresponsible, and lacking in self-discipline, while slum dwellers may regard the suburbanites' constant present sacrifice for future benefit as making them dehumanized and inhibited.

In my opinion, the collapse, over the past two decades, of middle-class efforts to export our "self-enterprise" economic system to "underdeveloped countries" or to abolish ignorance and poverty in our own cities has been caused primarily by the existence of cognitive barriers—especially the one associated with time.

But there is much more to the problem than this. People can deal with their experiences consciously only if they have a cognitive system. This is why individuals cannot remember the events of the first year or two of their own lives, before they had acquired a cognitive system by learning to talk and rationalize. The events of that period of "infantile amnesia" are incorporated in people's neurological and metabolic systems, as can be shown by getting individuals to relive an early experience under hypnosis, but they cannot consciously recall and verbalize the experience until they have categorized it, something they could not do when it occurred.

The cognitive system of any people is of major importance because it includes all those unconscious classifications, judgments, and values which trigger most of an adult's initial responses to events. Every culture, including our own, has a cognitive system at its very foundation, and this is what really keeps it functioning, because it enables large numbers of people to live in the same society without constant clashes and conflicts. A few examples will serve to show this.

We divide the whole range of colors, as found in the rainbow, into six colors: red, orange, yellow, green, blue, violet. With our European background, we think a view is beautiful if it consists of alternating horizontal bands of green and blue, as in a landscape consisting of a foreground strip of green shore, a blue lake beyond, a farther shore of green trees and hills, and a blue sky beyond that.

But to a Bantu of dry Africa, such a view is a rather boring panorama of a single color, for many natives of that language group place green and blue in a single category with one name, although they divide the lower red-orange-yellow portion of the spectrum into a larger number of basic colors with different names. That is why what impresses us as a beautiful view of shore, lake, and sky strikes them as a rather monotonous field of one color, whereas, conversely, an African landscape, which to us seems to be a dull expanse of semiparched soil with dry grasses, may seem to them to be an exciting scene of many different colors.

(As Americans of European background have become familiar with the African-like views of Ari-

zona and New Mexico, many have come to feel that these semi-desert views are preferable to the more "conventional beauties" of New England, Wisconsin, or upper Michigan. And the Navaho or other natives of our Southwest show their preference for the red-orange-yellow portion of the spectrum by their extensive use of these colors and their scanty use of green, blue, or violet in their arts.)

A somewhat similar example exists in respect to distinguishing and naming the various states of H_2O. In our culture, we divide that range into no more than five or six categories, such as ice, snow, slush, water, and steam. But some Eskimo groups who are vitally concerned with how a dogsled moves on snow divide snow alone into 50 or more different categories, each with a distinct name. Today, in our own culture, as the sport of skiing grows more popular, we are developing numerous names for snow conditions on ski slopes to describe different skiing conditions.

Another significant example of any culture's cognitive view of experience may be seen in the way it divides the life span, especially the preference it places on these divisions.

Many native societies of Africa, for example, are formally divided into six or seven rigid stages, and the transitions from one to another are marked by formal, often painful, "crisis ceremonies." Frequently, there is little contact between different age classes. Thus, youths of seven to 11 years may live together in bands with almost no contact with parents, while the age group 18 to 28 may be almost totally devoted to war or hunting and forbidden to marry until they move, as a group, into the next age range, say from 28 to 45.

By contrast, in the medieval period, Christian Europe divided a person's life into only two stages, childhood and adulthood, separated at about age seven by First Communion. There was a slight tendency, arising from the Jewish Bar Mitzvah, to make another division at about age 13, marked by the sacrament of Confirmation, but generally, anyone over seven was spoken to and treated as an adult.

Over the last five centuries or more, however, our Western culture has changed its cognitive view of this matter to become more like the African, until today we have at least six or more age classifications: infants, children, teens or adolescents, the college crowd, the young marrieds, middle-aged people, and retired persons. There is increasing segregation of these—in education, in living quarters, in reading and entertainment, and in commercial markets (as in a department store).

The generation gap has become a familiar problem, and communication across age-group barriers has become a major issue. Moreover, female preference for the adolescent period has given us hordes of 40-year-old women trying to look like adolescents. The influence of such cognitive changes on all aspects of life is evident.

The power and affluence of Western civilization do not result from our technology, our political structure, or even our economic organization but from our cognitive system, on which they are based. That system began to develop before 500 B.C. with the introduction of the idea, in Palestine and Persia, of one God—omnipotent, omniscient, and perfect—and with the growth of two-valued logic in Persia and Greece.

Although our cognitive system has made our civilization the richest and mightiest in the world, its continued use *without cognitive sophistication* is leading us to disaster. Lynn White, Jr., pointed this out in his article, "The Historical Roots of Our Ecologic Crisis," in *Science* for March 10, 1967.

Professor White's thesis is that when the Judeo-Christian faith established the view that there is no spirit in nature other than the human, the world was reduced to a created object to be exploited by humans, and the way was thus opened to the destruction of nature and to the total pollution of the world—a consequence that may have become inevitable with the rejection, in the latter thirteenth century, of the message of St. Francis to treat all nature as sacred.

The cognitive techniques derived from our underlying outlook have included (a) using analysis rather than synthesis in seeking answers to problems; (b) isolating problems and studying them in a vacuum instead of using an ecological approach; (c) using techniques based on quantification rather than on qualification study done in a contextual situation; (d) proceeding on the assumption of single-factor causation rather than pluralistic, ecological causation; and (e) basing decisions and actions on needs of the individual rather than needs of the group.

In our society, if we want to know how something functions, we take it apart, cut it up, isolate it from its context; we analyze its factors and assume that only one is an independent variable. We then quantify the changes this independent variable makes in all the other variables that are assumed to be dependent on it. Then we make the independent variable one link in a chain of such independent variables, each surrounded by its system of dependent variables, the whole forming a chain going back to some original cause in the past or extending forward in a similar chain to some ultimate goal in the future.

From such reasoning, given to us from the Greeks through Aristotle, we got the "final" causes (or

goals) and the "Unmoved Mover" (that which is the first cause of all movement and does not itself move) of Aristotelian metaphysics, and, today, we still use this way of thinking, even though we no longer believe in Aristotle's metaphysics.

The now obsolescent mode of thought and cognition just described might be contrasted with a newer method which is, incidentally, closer to the thinking processes of southern and eastern Asia, which were never much influenced by transcendental Hebrew monotheism or by Greek two-valued logic.

This newer (or older) way of looking at experience tries to find how anything functions by seeing its relationships to a larger system and, ultimately, to the whole cosmos. To do so, it uses an ecological and qualitative approach, seeking to grasp the whole contextual situation of innumerable factors, all of which are changing at once, not only by quantitative changes within a fixed identity (such as Western logic *can* handle) but with constant shifts of identity and quality.

This more intuitive and less logical point of view is now sweeping the West as is evidenced by the fact that our traditional Western categories and cognitive assumptions were rejected not only by youthful hippies but also by those hardheaded, analytical people on whom the survival of the West depends.

The stumbling block, of course, is that our whole institutional setup is based on the old method of thought. For example, our educational system is based on the methods of categorization, specialization, and quantification, which must be replaced. This old method of thought is seen on the lower levels, where objective tests assume such things as two-valued logic (True, False), the principle of contradiction (Yes, No), and the principle of retained identity, just as, on the highest levels, the great increase in the use of computers assumes the possibility of objective analysis and quantification of life experiences.

It is difficult to reform our old methods of thinking no matter how bankrupt they may be. Standing in the way of change are the pressures exerted by institutionalized establishments, the profits of powerful groups producing equipment based on old ways of thinking, and the need which the large bureaucratized organizations have for persons with narrow technical training in the older cognitive patterns.

On the other hand, if we do not make such reforms, we may well be destroyed by problems that cannot be handled by the established methods of specialization, isolation, and quantification. These problems are already swallowing us up in the crises of environmental destruction, urban blight, social and racial tensions, poor mental health, and international conflicts that threaten to lead to nuclear annihilation. □

THINKING AND LEARNING *(Continued)*

Misunderstandings About How Children Learn

By DAVID ELKIND
Professor of Psychology, College of Arts and Science, the University of Rochester, New York. (Originally published in 1972)

Recently, a young mother of my acquaintance said with some pride: "I insist that my four-year-old daughter watch *Sesame Street*—even when she prefers doing something else." Concerned about the intellectual development of her child, this mother believes that making the girl watch the program will eventually help her do better in school.

Many mothers today are pressuring their preschool children to learn numbers, letters, shapes, and so on. Unfortunately, this parental concern for children's intellectual development often seems greater than their concern for children's feelings, interests, and attitudes. What many parents fail to understand is that attempting to force young children to learn specific content may produce an aversive attitude toward academic learning in general. This distaste may have serious long-range effects on young children's academic achievement.

A pernicious misunderstanding about young children is that they are most like adults in their thinking and least like us in their feelings. In fact, just the reverse is true, and children are most like us in their feelings and least like us in their thoughts. It is just this misconception that prompted the mother mentioned earlier to command her daughter to

A pernicious misunderstanding about young children is that they are most like adults in their thinking and least like us in their feelings.

watch *Sesame Street*. The same woman would not think of insisting that her husband watch a program she thought might "do him some good." Rather, she would realize that this kind of approach would be a sure way to turn him against the program. And yet, because she believes that children's feelings are different from adults', she uses a technique with a child she knows would never work with a grown-up.

Parents and teachers are equally prone to regard a child's thinking process as similar to their own. When, for example, a child asks, "Why is the sun hot?" the father is likely to explain that the sun gives off light and that it takes heat to produce the light. The relation between heat and light is not obvious, however, and the young child would hardly understand. Indeed, the real intent of the child's question has to do with the *purpose* of the sun's heat. An appropriate reply would be "to keep us warm" or "to give us a suntan." These answers are not entirely incorrect, and they correspond to the young child's underlying belief that everything has a purpose.

Because young children are often so capable linguistically, adults often overestimate their capacity to think.

A second misunderstanding about young children is that they learn best while sitting still and listening. This misconception arises because parents tend to generalize from their experiences as adults. It is true that we adults often learn by listening attentively to a lecture or reading a book.

Young children are, however, not capable of mental activity or thinking in the same way as adults. They learn through engaging in real actions involving tangible objects, such as blocks or dolls.

Thanks to the work of Swiss psychologist Jean Piaget, we now know that children's actions upon things are what facilitate their mental activity or thinking. Young children's actions are progressively miniaturized and interiorized until they are able to do in their head what before they had to do with their hands. This internalization of action comes about gradually during early childhood and is completed at age six or seven.

To illustrate this internalization, observe a four-year-old and a six-year-old performing a simple pencil maze. The younger immediately puts pencil to paper and tries to find the right path. The older, in contrast, studies the maze and only puts pencil to paper after mentally deciding on the right path.

Accordingly, when we say young children are "active" learners, we must take this in a literal sense. Montessori said: "Play is the child's work." In play, children are practicing the various actions that they will eventually internalize as thought.

Therefore, however convenient it may be for grown-ups to think that children learn while sitting still, what they learn in this way is likely to have little lasting value. In contrast, what children acquire through active manipulation of their environment is the ability to think.

A third common misunderstanding about young children is the belief that they can learn and operate according to rules. Many parents have had the experience of telling a young child over and over again not to hit a little brother or not to take toys apart or to say thank you when given something. Because young children have not yet internalized thought, they cannot internalize rules either. Thus while children understand the prohibition against hitting a brother and against breaking toys in particular instances, they are unable to generalize to new instances. This is also true for learning to say thanks.

Young children's inability to learn rules has special implications for the educational programs prepared for them. We have already noted that young children learn best through playing with and manipulating materials in their environment. Their inability to learn general verbal rules supports this observation and argues against their formal education (involving verbal instruction, a curriculum, and educational objectives). Formal education, whether we speak of reading, arithmetic, or spelling, presupposes the inculcation of rules and, thus, is inappropriate for the majority of preschool children.

On the other hand, many activities are appropriate educational enterprises for preschoolers. Writing and printing letters is a case in point. Both Montessori and Fernald have pointed out the importance of these for later reading.

Writing as preparation for reading makes good theoretical as well as pedagogical sense in light of the ideas offered earlier. Thinking is an internalization of action, so reading can be regarded, in part at least, as deriving from the internalization of writing action. Obviously, reading involves much more than the ability to reproduce letters, but such reproduction is an appropriate prereading activity for children not yet ready for formal reading instruction.

Another widespread misunderstanding about

young children is that acceleration is preferable to elaboration. Many parents, for example, spend a great deal of time trying to teach their young children to read or do mathematics. These parents seem to believe that if children have a head start in these special skills, they will have a head start generally. The opposite is more likely to be true.

Children who elaborate the skills they do have, such as the ability to arrange materials according to size on a wide range of materials (blocks, sticks, dolls, dogs, and so on), are likely to be better prepared for future learning than children who have learned a great deal in a short time but who have not had the chance to assimilate and practice what they have learned.

The situation is not unlike that in which one student crams for a test and another studies regularly throughout a semester. While the two may not perform too differently on an exam, the one who has been studying regularly is likely to be better prepared for future courses than the one who makes cramming a regular practice. Parents who try to teach their young children special skills and content are, in effect, teaching a cram course, and the results may be as short-lived for the preschooler as for the college student who crams.

A last common misunderstanding about the learning of young children should be mentioned—one involving the belief that parents and teachers can raise children's IQ. To be sure, IQ is affected by environment, but most middle-class children have probably grown intellectually about as rapidly as their endowment permits. Further enrichment is not likely to have much effect on their intellectual ability, though it may affect how they use this ability.

Children who have been intellectually deprived can, however, make significant gains in intellectual performance as a consequence of intellectual enrichment. Just as a child who has grown up with an adequate diet will not benefit much from dietary supplements and a child whose diet has been deficient will, so an intellectually well-nourished child is not likely to benefit markedly from further intellectual enrichment whereas a deprived child will.

In large measure, all of these misunderstandings derive from a contemporary overemphasis on intellectual growth to the exclusion of the personal-social side of development. Although I know it sounds old-fashioned to talk about the whole child and tender loving care, I strongly believe that many problems in child rearing and education could be avoided if concern for children's achievement as students were balanced by an equally strong concern for their feelings of self-worth as people. □

Love for Learning?

By JEROME KAGAN
Professor of Human Development, Department of Psychology and Social Relations, Harvard University.
(Originally published in 1968)

Numerous critics of public education seem remarkably agreed that the school is to blame because children do not develop an affection for learning. This seems to me to be a gross oversimplification.

The belief that children love to learn new skills is central to the accusation that schools destroy their zest for learning. "Watch any seven-year-olds on the playground with their friends," the critics say. "They always seem to be learning something and smiling as they do. Since such joy is absent in school, the school must be doing something wrong."

This deduction glosses over an important difference between playground and school. On the playground the children decide what they want to learn; in school they do not. Indeed, if children had naturally selected multiplication as a skill they wanted to acquire, we might never have invented schools.

Children do not find all tasks equally inviting, and the idea that they do is one fallacy in the current critique. Despite varying pedagogical conditions, the typical child's attitude toward academic tasks is negative. There are good reasons for this, and they form the essence of my observations here.

Achieving autonomy is a primary goal of American children. They strongly need to believe that they are capable of deciding their actions and values. One sees this need in pure form when the four-year-old fumbling with shoelaces pushes mother's intruding fingers aside. Children want to do the job themselves. If one grants the power of this motive, it follows that children will initially resist any adult-defined goal, regardless of its content or mode of presentation.

It is natural for children to resist the arbitrary demands of a strange adult, especially when certain forces (identification and the motive to maintain an affectionate tie to an adult) are not strong in the school context. Children place a premium value on a skill if possessing it either makes them more like an admired person or brings them affection, praise, or promise of tangible rewards from the admired

model. And this dynamic is usually reserved for the parent-child relationship.

Given only 40 weeks of interaction and the dilution of attention among 30 eager recipients, the average teacher cannot hope to be as effective a model as the parent. However, children would assign value to the activities teachers encouraged if the teachers could become more effective models. Recruitment of such teachers is urgent.

If the teacher cannot exploit the children's motives, the children are not likely to show great enthusiasm for goals imposed before they have had a chance to consider their attractiveness. The children's lack of interest is less the fault of the teacher's tactics or a curriculum's pace than it is the result of the children's need to define their own areas of mastery, so that learning is their victory and not someone else's.

If society had no special preferences as to domain of competence, children would be more enthusiastic each morning. They would select tasks determined by the values of the peer group, the immediacy of feedback, the likelihood of success, and the degree to which sensory and motor delights were part of the learning enterprise. Spelling, arithmetic, history, and science would not rank high on their preference scale. We are the ones who decided to give those skills priority, and our decision was partly rational. If we believe in that decision, we must tolerate the dissonance generated by the possibility that children may not agree.

We must be less Pollyannaish about academic mastery of children. Reading, writing, and arithmetic are not, like speaking, running, and climbing, natural activities that children decide to perfect. It is sensible to think of persuading them of their potential pleasure before attempting to teach them. If we were successful, the teacher in the later grades might be able to withdraw more completely and allow children to pursue the goals they have decided are important.

One final point. By misinterpreting a common observation, critics implicate the school: Children are happy on the first school day but many are bored by November 1. Yet we have known for several thousand years that man and woman take joy from novelty and change in experience. Unfortunately, ennui rapidly replaces zeal in both child and adult.

I do not wish to minimize the deficiencies in current educational practices, but rather to plead for an appreciation of the psychological complexity of the problem. The school is in need of improvement; the child is not completely a blossom; learning to divide is not necessarily a joy. With these less polarized premises, let us continue this important debate. □

THINKING AND LEARNING *(Continued)*

The Role of Intuition in Learning

By BLYTHE CLINCHY
Assistant Professor of Psychology, Wellesley College; Graduate Student, Harvard University, when this article was originally published in 1968.

Anyone who writes about intuition is faced immediately with a problem of definition. Webster defines *intuition* as "immediate apprehension." When we say that we intuitively understand something, I think we mean that we know something without knowing how we came to know it and without being able to prove it.

We may not even be able to find the words to express our understanding. Intuitive judgments are hard to put into words, and they are hard to justify. They seem to occur suddenly, out of nowhere, rather than as the logical outcome of a step-by-step analytic procedure, although the sudden insight may follow upon long hours of seemingly fruitless pondering.

This is what intuitive thinking is like. Though not the only mode of thinking, it is one we all use. But the climate in many classrooms is not conducive to the expression or development of intuition. What are some of the conditions that discourage intuitive thinking, and what are some of the consequences?

One such condition is the emphasis we place on verbal skills. To a large degree, our measure of children's understanding of an idea is their ability to put it into words. If they can say something, we assume they know it; if they cannot, we assume they do not know it. It is perhaps obvious that the first proposition is false. The falsity of the second may not be so obvious. But consider young children's grasp of English grammar. They cannot tell you the rules for forming the past tense, but they use them consistently, even when that use results in an "incorrect" sentence ("I goed to the store"). Which is the better test of a child's understanding of the rules of grammar—ability to state or to use them?

Most of a young child's understanding is of this intuitive form—wordless, unexamined, implicit. Piaget's work suggests that before about seven years of

age, children cannot reflect upon their own ideas: They think and they know but they do not think about what they know. And the work of Jerome Bruner and his associates suggests that young children represent the world to themselves not so much in words and symbols as in images that do not easily translate into words. If images and intuitions were outgrown at an early age, most teachers could afford to ignore them, but I believe, with Bruner, that intuition is more a stage in thinking than a stage in life. Faced with any novel, complex problem, we all tend to fall back on intuitive modes of thought.

Children's inability to find words for their thoughts has important consequences in a classroom, where words are the medium of cognitive exchange. An important consequence is that the teacher remains ignorant of the children's intuitive notions and so cannot combat or exploit them.

If, for example, children cannot define their concept of *force*, the teacher may assume that they have no notion of it. As one physicist found, however, they do have a primitive conception of force: When they press their hands against the surface of a table, they tend to think of force as emanating entirely from the pressure of their hands, rather than as the product of the interaction of hand and table.

Or consider the notion of *balance*. When children first come to school, they already know something about it, although it is rarely a knowledge they can put into words. When, for example, a smaller child climbs on one end of a seesaw, the large child "intuitively" moves toward the middle.

Children's intuitive notions concerning force must be combated if the teacher is to supplant them with more scientific concepts. Their notion of balance, on the other hand, can be built upon in order to bring them to fuller understanding.

In either case, whether the intuition is contrary to or consonant with the idea the teacher is trying to convey, instruction will be easier if the teacher is aware of the children's preconceptions. Otherwise, children will either distort the new subject matter to make it conform to their old intuitions, or they will compartmentalize it—that is, fail to see the connection or contradiction between the new scientific concept and the older, intuitive one.

In working with fifth grade children, I have been amazed by the degree to which contradictory ideas can coexist in a child's mind. In one case, a little boy and I constructed a time line representing the history of the earth on a piece of tape extending around the walls of the room, demonstrating the approximate dates at which certain forms of life appeared and others disappeared. The idea was to show how brief our existence has been in comparison to that of many other creatures.

The boy attacked the job with gusto and seemed to be learning. I felt somewhat smug until the next day when he said: "Of course, humans have lasted longer than anything else." How much more effective the lesson might have been had I first asked him to construct his own rough, "intuitive" time line before building the correct one. He could then have compared the two versions and seen for himself the discrepancies between them.

Bruner has suggested the technique of presenting "counter-intuitive" information—facts or ideas that violate children's intuition and so jolt them into awareness. But in order to engineer a collision between fact and intuition, we must first identify the intuition. We must know what children think before we can violate their notions.

The compartmentalization phenomenon is not limited to young children or to the coexistence of contradictory ideas. The most malignant form of compartmentalization is that which divides what one "really knows" from what one learns in school.

I have witnessed this sort of compartmentalization among college seniors studying psychology. Inside the classroom, they attack problems of human behavior with rigor—demanding definitions, assessing evidence, questioning conclusions. Outside the classroom, they often appear to interpret human behaviors in an offhand, intuitive fashion invoking a kind of common-sense psychology utterly alien to the methods and findings of academic psychology. By failing to encourage intuitive thinking in class, we may convince our students that it is an irrelevant or indecent way of approaching formal subject matter.

Most educators agree that in trying to educate we should start where the pupils are. Yet few of us try to draw out children's preconceptions on a given topic before attempting to replace them with new conceptions.

Since children themselves are often unaware of the conceptions they hold, it is hard for the teacher to become aware of them. In such a situation, it behooves the teacher to set up situations where children can be asked to build things, to draw things, to act things out—i.e., to reveal their conceptions.

Teachers can also try to get their pupils to talk about these notions. Although intuitive ideas are not usually verbalized, this does not mean they cannot be. Given time, wordless notions can be translated into words. However, as John Holt has observed, in the typical classroom, children are too busy to think. The premium is on fast verbal response; children who are struggling to shape their ideas into speech are passed over in favor of those who are

ready with the right words.

Students of the creative process describe it as having four stages: preparation, incubation, illumination, and verification. Edith Weiskopf has pointed out that we educators work harder at teaching the first and last stages than the middle ones. Perhaps this is because incubation and illumination take time. The teacher who waits for one child's idea to incubate risks boring the other students. Perhaps this argues for more individualistic, independent study, since incubation is a private process, best pursued by children alone with their thoughts.

Even an intuition that can be put into words is hard to justify. The idea may be clear, but its origins are obscure. To explain the basis of the judgment is difficult. Intuitive judgments thus fare poorly in classrooms where the teacher demands justification. The demand that pupils back up their notions is not harmful—we want them to have reasonable opinions, not irrational prejudices—but its timing often is. We ask for reasons before pupils are ready to give them.

If a student has arrived at an idea through a process of logical analysis, it does no harm to ask for reasons. These have preceded the judgment, and the student is ready to produce them. If, however, the judgment is intuitive, it has not been preceded by reasons. Intuition works the other way around. We get the idea and then look for reasons for or against it. (Some evidence suggests that one characteristic of creative thinkers is the ability to delay evaluation of their own ideas. Creative thinkers welcome new ideas to their minds, however bizarre and insubstantial they may appear at first. Later, they, too subject their notions to careful scrutiny, but for a time, they just let them be.)

College students sometimes complain that every time they are brave enough to express an idea in class, the teacher barks, "Why do you say that? What is your evidence?" If this treatment produced students able to support every idea that came to mind, it might be worthwhile, but I think it does not. At best, students learn to shut up in class. At worst, they learn to regard their own ideas as worthless and to feel it safer to accept the precise, well-substantiated conclusions of others than to develop their own frail thoughts.

This is ironic, because these precise, well-substantiated conclusions probably began as intuitions. Thinking does not usually begin with recipes for solution or even with a well-formulated hypothesis. It begins, often, with puzzlement or a feeling that there is a gap or a contradiction somewhere. I suspect that the principal use of intuition is to get the thinking process going and to give it direction. Faced with a problem where the data are too sparse or too complex to suggest a clear route to solution, one chooses, intuitively, a path that seems possible or probable. Even if this path leads to a dead end, one may glimpse a more probable one along the way.

No wonder students often distrust this first intuition. What they read in their textbooks and hear from their teachers does not suggest to them that good ideas can come from such a shaky foundation. Their textbooks often give an account of the analytic proof or justification of the conclusions a scholar or scientist has reached, but it is not an account of how he or she arrived at the conclusions.

A great virtue of some of the new science curriculums is that they let children in on the beginning of the problem-solving process—let them find the problem, instead of simply acquainting them with the outcomes of others' gropings.

Max Wertheimer described a class in which the teacher, having taught students how to find the area of a rectangle, enumerated steps required in arriving at the area of a parallelogram. The teacher failed to explain the point of these steps, which was to transform the parallelogram into a rectangle while conserving its area. Students who memorized the steps could find the area of figures very like the one used by the teacher, but when confronted by quite different figures whose areas could be found by using the same principle, they were helpless.

Wertheimer found, however, that much younger children could, if given time, grasp the structure of the problem and proceed quickly to the solution, without the help of recipes. One girl, for instance, after pondering for some time, asked for scissors, lopped a right triangle off one side of the parallelogram and attached it to the other side.

For many problems that we face in life, we need to begin, not with a recipe, but with a guess. I have heard a teacher say reprovingly to a student, "You're just guessing." True, much of the guessing that goes on in school is inappropriate. It is better not to guess, perhaps, at the population of Bulgaria; better to look it up. And children's guessing is often a defensive strategy: Pushed to the wall, they make a wild guess, hoping to get the teacher off their back.

Yet guessing *is* appropriate in some situations—when, for example, not enough information is available to make certain which answer is right. After all, a hypothesis is simply a guess in testable form. Games like "Twenty Questions" can train wild guessers to guess wisely; children come to see that a wise guess is guided by the information at hand.

A more serious problem than the wild guesser is the child who appears unable to guess, who is afraid to take a chance for fear of being wrong. This brings

me to one classroom condition that mitigates against expression of intuition—the high cost of error.

Intuition, precisely because it so often functions as a first approximation, a leap that gets one going, is full of risks. Intuitions are often wrong. In fact, this liability to error is one reason for getting the intuition out where it can be looked at.

Unexamined, intuitions are incorrigible; once exposed, they can be corrected. But if we encourage intuitive thinking only to slap it down, we do the child no service. Teachers who allow intuitive operations must tolerate a high degree of error.

John Holt writes, "The bright child is willing to go ahead on the basis of incomplete understanding and information. He will take risks, sail uncharted seas, explore when the landscape is dim, the landmarks few, the light poor. . . . But the dull child will go ahead only when he thinks he knows exactly where he stands and exactly what is ahead of him."

If the cost of error is high, children will learn to disregard their intuitions and listen, instead, for "what the teacher wants." The other day I was trying out some experimental materials on a 10-year-old boy. When we had finished, he asked me if I had found out what I wanted to know. Yes, I said, I'd found out that the materials didn't work. To console me, he said that Edison once remarked he had never had a failure because it was useful to find out what really didn't work.

I think the boy was also trying to comfort himself. He is a child who thinks in words he cannot spell, whose ideas come too fast for proper penmanship. At the beginning of the school year, he wrote enthusiastic, far-reaching essays, but these came back scarred with red ink. His essays now are brief, contain no long words, no uncrossed t's, and no ideas. His teacher thinks he is learning to spell and to write. I think he is learning a deadlier lesson—that one should tailor one's reach to fit one's grasp.

I am not suggesting that we should protect children from failure. Many of the preschoolers' experiments end in failure, but they go on experimenting nonetheless. As Holt suggests, it is not failure itself but punishment for failure that lowers children's confidence in their powers.

We can best help children to succeed, not by telling them where they stand and what is ahead, but by allowing them to fail with impunity and by sharpening the tools they will need in facing the unknown.

One of these tools is intuition. Although not the most rigorous form of thinking, nor the safest, it is a legitimate mode. It is the way most of us are forced to think when faced with the difficult and unknown. If we do not help boys and girls deepen and discipline their intuitive powers, we leave them defenseless in that dim landscape that all will enter, from time to time, when they emerge from our classrooms. □

SATIRE

Administrative Bulletin #115-2A6-7935-17XP1204536

By PAUL WILLIS McKINNIS
Associate Professor of Education, Georgia Southern College, Statesboro. (Originally published in 1970)

To: Faculty, Waxler Junior High
From: W. W. Willowy, Principal
Re: Our Pass-Fail Grading System

At the end of the first quarter, we wish to compliment you for the splendid spirit of cooperation you have thus far manifested in helping us implement our new educational ventures. We are proud of the fact that bold ideas are fast becoming a trademark of our school. While we would be among the first to agree most heartily that many traditional educational practices are worthy of incorporation into our school program, we would also be among the first to say that we should not be shackled to the past. The spirit of change is in the wind, and we must be ready to shift with it.

Most of you remember the grading system with which we experimented last year and the subsequent results. Many of us still think the plan had definite merit, but it was tossed by the chill winds of parental opposition. In essence, the plan reflected our desire to motivate pupils to work for intrinsic rewards. Toward that end, we replaced the traditional literal symbols of *A*, *B*, *C*, *D*, and *F* with *Platinum*, *Gold*, *Silver*, *Copper*, and *Pewter*.

In theory, the plan seemed workable; in reality, it was disastrous. An avalanche of parental protest

barreled down upon us, and we returned to the old grade pattern immediately after the first marking period. While parents seemed to accept Platinum and Gold grades, as well as a few scattered Silver ones, their reaction to the Copper and Pewter grades was not positive at all. (Indeed, one mother informed me that her son's Pewter grades were "pewtrid.")

So once again we are moving confidently out into the mainstream of educational change. At this time, we are pleased to give you a progress report on one of our latest academic innovations.

The Pass-Fail system of grading, which we inaugurated this year at Waxler, is gathering momentum. In what direction, we are not sure at this particular time, but it is definitely moving. And that, we think, is a healthy sign.

Contrary to random verbalizations by one or two of the more conservative members of the faculty, we did not jump into the new grading program helter-skelter. The whole idea was painstakingly researched and structured.

However, from the perspective of seven weeks of school and from pertinent feedback from the last PTA meeting, we do think there might be some merit in reexamining the *exact form* of the grading plan. It seems that a few parents (especially those residing in Executive Hills) feel there might be just the faintest trace of stigma attached to a *Pass* grade. Accordingly, in deference to these parents, most of whom are college graduates whose opinions we solicit and cherish, beginning next quarter we plan to insert another level of grading. The plan will now include *High Honors, Pass,* and *Fail.*

Now, we want to make it crystal clear that this slight readjustment of our grading system does not imply that our planning was faulty or that our philosophy is chameleon in nature. Rather, it is evidence of administration flexibility and willingness to adapt to meet the needs of all the pupils.

Further, in view of an offhand remark made by President Ashley (Herbert's father, you know) at the last board meeting, we may explore the feasibility of completely eliminating the *Fail* grade and substituting *Passed-Just-Barely.* All of us, we are sure, agree that nothing succeeds like success.

Be assured that we are totally committed to doing what is best for our pupils and to keeping lines of communication wide open between faculty and administration. We promise, therefore, not to move unilaterally in any direction until we have had an expanded dialogue with you as well as with various parent groups and Mr. Ashley. You will then be the first to know of any decision we make. In searching for the mot juste as we cope with the raging winds of change, I think it might be this: *courage.* □

SPECIAL SECTION ON MENTAL HEALTH

Ten Tips To Reduce Teacher Tension

Albert Mental Health

By GEORGE S. STEVENSON, M.D.
Medical Consultant, National Association for Mental Health, Inc., and
HARRY MILT
Publisher, Scientific Aids Publications; Director of Public Information and Public Relations, National Association for Mental Health, Inc., when this article was originally published in 1956.

Today, millions of Americans are subject to conditions which cause frequent attacks of irritation and frustration, leading to tension and anxiety, and hundreds of thousands are almost never free of this distressing condition.

Does this mean that most people are becoming mentally ill? Not at all. What is happening is that people are feeling the strain of living in a fast-moving, war-threatened, competition-charged world.

The average human being can handle an occasional crisis and come bouncing back when it is over. But when life becomes a series of big and little crises, one on top of the other, few can take it without feeling and showing the effects. And these effects are the strains, dissatisfactions, frustrations, suspicions, angers, self-doubts, mistrusts, conflicts, and worries which are so widespread today.

The burden of a fear-ridden, frustration-filled state of mind is hard enough to bear if people only have to be concerned with themselves. But those whose job it is to teach and to help others deal with their anxieties bear a double burden. And if they are troubled, how successful can they be in helping others to make a healthy adjustment to life?

The following suggestions may help teachers—and others—cope with their daily frustrations.

1. When teachers are worried about something, they can confide their worry to some levelheaded

person they trust—a husband or wife; a good friend; a minister, priest, or rabbi; a colleague at work. Talking it out not only helps relieve the strain, but it also enables teachers to see the problem in a clearer light.

If the causes of tension are to be found in the system in which teachers are working, it may be more desirable to bring up important common problems at a local association meeting to see whether something can be done to eliminate the irritating conditions.

2. Everyone knows that teachers face many frustrating situations in their daily lives. Sometimes these frustrations pile up to the point where the only recourse the teacher has is general anger, which is simply a signal that a solution is not on its way.

There is probably no better corrective for anger than a feeling that the problem has been analyzed, at least in part, and that steps are being taken to do something about it. It is good, also, to remember that angry explosions generally leave one feeling foolish and regretful.

If teachers feel like lashing out at someone, they should try holding off awhile and pitch into some physical activity—playing handball, tennis, or golf or cleaning out their schoolroom shelves and supply closets. Working off the anger will take the steam out of the emotion and will leave them better prepared to handle real problems intelligently. It will also frequently prevent the embarrassing consequence of misdirected anger—anger directed at pupils when another teacher or administrative officer might be the cause, or vice versa.

3. If teachers worry about themselves all the time, they might try doing something for somebody else. For example, teachers can volunteer to take charge of some student-activity program, become active in their parent-teacher organization, or become active in community activities. This will do three things: First, it will give them a feeling of satisfaction, which is, in itself, a morale builder. Second, it will break the vicious clamp of preoccupation with themselves, which is the basis for a good deal of emotional difficulty. Third, it will help establish a pattern of behavior which is psychologically healthier on a long-term basis.

Many tensions which apparently arise from irritations on the job have in fact originated in the extracurricular portion of the day and will, therefore, potentially be corrected only by dealing with the out-of-school problems. If teachers can identify these problems, they have a better chance of relieving their classroom tension by doing something about them.

4. Everyone has days when an ordinary workload seems unbearable—and that applies to teachers, too. When the burden seems to pile up and up until it becomes "insurmountable," teachers can remind themselves that this is only a temporary condition. They can work their way out of it by taking a few of the urgent tasks and pitching into them.

They can then accomplish the remaining tasks more easily, and that horrible feeling of pressure will fade away, permitting them to work out a practical schedule for the things which still have to be done.

5. Some people worry constantly because they think they are not achieving enough, they are not better at their work than everyone else, they do not excel in everything they do. No one can do everything well, and very few people can do many things well. If teachers' drive for perfection arouses frustration, anxiety, and dissatisfaction, they can try applying some of the advice which they often give to pupils: "Do the best you can, and that's all anyone can expect of you."

Teachers can put their major efforts into those things they do well. They can develop the perspective to say, "That is one thing I can't do, and I'm not going to work myself into a state trying to do it."

Some teachers who drive themselves to attain perfection rationalize their behavior by saying, "My standards, my principal, the competitive spirit of other teachers drive me to behave this way." A little thoughtful introspection will reveal to them that it is *they* who are setting impossible goals for *themselves* and that it is *their own* competitive spirit which is driving them.

6. When things go wrong, tense people tend to fly into tantrums or to become depressed and discouraged. This kind of intense reaction might be set off by something as relatively trivial as the prank of a mischievous student or by something as serious as a stretch of illness with subsequent disruption of the teaching plan for the term.

Whatever the cause—trivial or serious—it will not be quite so upsetting if teachers can accept the fact that things just can't go well all the time. Those who were protected from trouble and emotional shock when they were young will grow up completely unprepared emotionally for any kind of trouble. However, they can develop the philosophy that trouble, disappointment, and failure are an inevitable part of life. And teachers can certainly help youngsters to accept such a philosophy for themselves.

7. When things go wrong, for whatever reason, some teachers always take the blame. To do so may appear to be noble or self-disciplinary, but essentially it is a form of self-punishment.

It is as though these teachers were saying two things: first, that they themselves are responsible for everything that happens—a very conceited view;

second, if anything does go wrong, it must be their fault, and therefore they should punish themselves.

Sometimes, when things go wrong, it is much better for teachers to escape for a little while—to make, so to speak, a momentary strategic retreat. They may dig up that novel or detective story that they've been wanting to read or see a movie. Teachers will be much better prepared to deal with the difficulty when they are more composed and able to view it more objectively.

8. Some teachers feel that they are being left out, slighted, rejected. Of course, there may be a realistic basis for this feeling, but they may be imagining that others don't like them, when in reality it is *they* who are deprecating themselves. A tendency of people who feel this way is to withdraw from others, and this only compounds the difficulty.

Instead of withdrawing, it is much healthier and more practical for these people to continue to make themselves available, to participate, to make some of the overtures, to show people they like them and want to be with them. Most people will be glad to include those who show the least sign that they want to be part of the group.

9. Many people feel they have to come out ahead, to edge out the other person, no matter how insignificant the goal. Pupils who can barely wait for the teacher to finish asking a question before they blurt out an answer (without being asked) are an example.

Some teachers will do the same kind of thing at meetings with the principal. Or they may demonstrate this trait in other matters, such as rushing to get their supplies first from the school supply clerk.

This urge to edge out the other fellow can be controlled. Unhealthy competition is contagious—but so is cooperation. When individuals are considerate of others, they actually make things easier for themselves; for if other persons no longer feel threatened, they will not feel it necessary to be threatening.

10. Many people drive themselves so hard that they have little time for recreation—an essential for good physical and mental health. Thus driven, they may find it hard to relax and take time out. For such people, a set schedule—definite hours when they will not work but will engage in recreation—is a necessary device.

One final point: Troubled people are people in trouble. Many of the disagreeable, even harmful, things they do arise from fear, worry, emotional immaturity. In a troubled world, the least people can do for each other is to be sympathetic and understanding. □

MENTAL HEALTH *(Continued)*

What Do You

By S. HOWARD BARTLEY
Visiting Distinguished Professor of Psychology, Memphis (Tennessee) State University; Professor of Psychology, Michigan State University, East Lansing, when this article was originally published in 1969.

Almost everybody becomes tired at times, but the conditions under which this happens are often not easily understood. A common remark is, "I don't see why I get so tired." The people making this remark say they haven't done anything to make them tired. They have reason to believe they are in good health and their work load isn't too great.

Because no one likes to be tired, formulas for how to avoid it and how to relieve it have always been eagerly sought. The formula needed, in my opinion, involves a form of understanding that is not taught in formal educational systems.

Common observations regarding the feeling of tiredness include the following:

1. Tiredness comes and goes throughout the day.

2. We can wake up in the morning after a full night's sleep and feel more tired than before.

3. We become more tired in performing an unpleasant task than in doing a pleasant one.

4. Though tired by one task, we can plunge into some other activity that requires far more energy and can soon become less tired than before. For example, we can be tired at the end of a sedentary workday and can go to a dance in the evening and not feel tired.

5. We can become tired by merely being faced with a disagreeable task; the mere thought of having to do certain things may make us tired.

6. We are able to go for long periods without rest when having a "wonderful time."

7. We make the most mistakes when we are tired, and this, in turn, makes us more tired.

8. When overcome with fatigue, we are unlikely to be enthusiastic about anything; when we are enthusiastic, we rarely feel fatigued.

9. The experience of feeling quite tired while doing a given job is likely to make us feel tired again the next time we are faced with the same job.

10. We cannot always say what makes us tired.

Mean, "Tired"?

The usual notion has long been that the cause of fatigue is the depletion of the body's energy reserves and the accumulation of metabolic waste products from tissue activity. If fatigue is depletion of energy, it is something that happens to the cells of the body, primarily the muscle cells. If depletion of energy resources in these cells occurs, one could not expect energy to be restored until more food is eaten or else some stored supply is released. This involves the lapse of considerable time. Some of the observations just stated show that fatigue can disappear quite quickly. Hence the suppositions that relate fatigue to energy depletion do not hold.

If fatigue arose from the accumulation of waste products of the metabolism involved in muscle activity, one could not expect fatigue to be alleviated until these products were disposed of. This, too, involves some lapse of time. If the disappearance of fatigue were based on the forms of restoration just mentioned, fatigue, once built up, would require hours to disappear. But fatigue doesn't act this way; it often comes and goes quickly. Thus, there is something wrong with the common assumption about what causes fatigue or even about what fatigue is.

A careful look at the list of common observations about fatigue shows that the term *fatigue* describes a personal experience (a kind of self-evaluation) rather than a state of muscle tissue. Take the example of the people who wake up and lie in bed visualizing the effort of getting up and preparing for the day's work. They believe it is Monday and realize that they will have to do a number of unpleasant things. The sum of it all is that they feel tired already, and the feelings in their muscles are taken to be solid evidence of that. Then they realize it is not Monday, but Sunday—the day when they can turn over and take another nap. Immediately, their bodily sensations mean something else to them. They interpret these sensations to be those of relaxation, the absence of the tension they had when they went to bed. Instead of feeling tired, they now feel comfortable and go back to sleep.

This illustrates how the realization of one's state of muscle tone figures in the overall self-assessment called fatigue. At first, the lack of tone was interpreted as inadequacy for getting up and meeting the demands of the day; subsequently, the same bodily feeling was a perfectly appropriate one for lying in bed or going back to sleep. Fatigue was the result in the one case; good feeling, in the other.

A second example consistent with the one just given is the person who feels much more tired after a night of deep sleep than after a night of light sleep and some insomnia. Various depths of sleep involve different degrees of relaxation so that passing from sleep to the full waking state (or vice versa) involves time-consuming transitions in the level of muscle tone.

Just as it requires relaxation from tension to go to sleep, it is also necessary to regain a certain amount of muscular tension to be fit to dash into the day's affairs. Deep sleep could well result in a lower level of muscle tone than a lighter sleep and would therefore require a greater amount of time to build up tone to a fully adequate level.

Exactly the same paradox puzzles people who often experience greater fatigue during the morning than in the afternoon. They think that fatigue ought to increase from hour to hour. Believing that fatigue is strictly a phenomenon of energy depletion, they interpret the sensations associated with lack of muscle tone—which may come and go throughout the day—as a lack of energy.

Neither this example nor the previous one, however, can be accounted for by the notion that fatigue is simply a measure of energy state—an evidence of the lack of energy.

Sometimes, fatigue is chronic, and when so, it reflects the individual's general orientation toward life. Body malfunction and disease may underlie chronic fatigue in some instances, but this is not the case in many other instances, as testified to by the unexpected improvements that often result when new interests are awakened in the individual.

My research and thinking have led me to the conclusion that it is incorrect to consider fatigue as the objective measure of an individual's energy resources. The human organism is continually expressing an orientation to the environment, and, as I see it, *fatigue* is the name for the conscious self-assessment of an individual's feelings of aversion to and/or inadequacy for carrying on in a responsible way. □

Freedom To Grow

By ELIZABETH MONROE DREWS
Professor of Education,
Portland (Oregon) State University;
Associate Professor of Education,
Michigan State University, East Lansing, when this article was originally published in 1960.

Individuals with a positive concept of themselves have a good relationship with the world about them. They have developed esteem—both self-esteem and the esteem of others—and can face life situations with self-confidence, self-acceptance, and self-reliance.

They do not need to cheat or steal, to be cruel or take advantage of others. Through learning to accept themselves, they have become able to extend their love to others. They have a quality of mercy and an understanding heart.

These indices of mental health are more to be desired than any skill or talent. But talents are more likely to emerge when such psychological health is present.

How can the desirable goals that we set for ourselves and our students be attained? There are the outer problems that today's children face—the complexity of the world and the sheer unwieldiness of knowledge with which they must cope. And there are the individual inner problems—the dimension of uniqueness.

The world today is strange and different. Although we are surrounded by a bewildering profusion of tangible things, we find the imaginative and theoretical valued more than ever before. Scientific journals run advertisements that say, "Wanted: people with ideas." How can we aid the children in our classrooms to live comfortably with such change and expansion and to feel at home in such a world?

Children as well as all adults are predisposed toward psychological health, are inclined toward wise choices and appropriate responses. As the eminent psychiatrist Harry Stack Sullivan noted, " . . . the basic direction of the organism is forward."

However, adults can stand in the way of positive development. The young can only learn to be mature and loving persons if they are treated with trust and considerateness—as persons in their own right, not troublesome creatures.

Someone has said that it seems as if we spend the whole of our childhood learning to be incapable of all the things that would be considered most delightful once we were grown up. Teachers often insist that children curb their candor, control their friendliness, and subdue spontaneous self-expression, gaiety, wit, and other effusions of the spirit.

Sometimes the strictures are so great and the freedoms so small that children feel that school offers nothing beyond mere existence. The first grade girl who came home in tears after a few fruitless and inactive weeks in school expressed it this way: "I can't read, I can't write, and they won't let me talk."

From child to child there are great variations in abilities and skills and proficiencies, and as growth proceeds and individuals become more themselves and, thus, more unique, these differences are multiplied and intensified. Challenge for one child in a given grade is all too often frustration for another of the same age.

Beyond these differences in learning levels are great differences in interests growing out of many varied backgrounds. Some children are enamored with counting, others with words.

Six-year-old Randy loved to play with all manner of difficult and obscure words. His mother worried as to whether his young friends would like this and cautioned him not to use such big words with his playmates.

"I know what you mean, Mother," Randy answered, "but the other day I used the word *claustrophobia* because I just couldn't think of a synonym."

Others will find words and numbers less enchanting. One sincere but disinterested seventh grader stated it this way: "My family just doesn't like school. We like mechanics."

Styles of learning will also vary, with some children being ready for and preferring more freedom—others asking for more structure. Children who are clever at figuring things out may not do well in schools which overvalue verbal skills and undervalue problem-solving ones. Such children may find that their values conflict with those of the teacher.

Research shows much variety in behavior and thinking patterns among children and teachers, and it has been suggested that grouping and assignments take this into account. Some children respond well to the organized, slightly compulsive teacher who gives complete directions for all projects, who sees that chairs are in neat array and that each eraser has its companion piece of chalk.

Other children prefer the open system with the less organized teacher who lets things pile up and seems to thrive in confusion. Such children already have developed a tolerance for uncertainty and are able to delay decisions in the fashion of the adult scientist. Research in creativity at the University of California at Berkeley reports that many of the most creative scientists and writers characteristically have messy desks.

Tim, a fourth grader, gave every evidence of developing into a scientist. His interests ranged from electricity through crustaceans and birds to geological specimens. Most of these interests were displayed in one way or another on, in, and around his desk. He had dry cells, rocks, an abalone shell from California, and a robin's egg from the year before.

His previous teachers had encouraged his far-ranging interests and willingness to share with his classmates. This year he had a new kind of teacher, a young man just out of military service, who was accustomed to neatness and discipline and who took a jaundiced view of Tim's projects.

One day the teacher ordered the boy to take the clutter home and keep it there. Tim did, but his heart was broken. From that time on, he refused to learn. When he took his standardized achievement tests, he ranked below grade level. His only educational venture in class for the rest of the year was to learn the Morse code and teach it to his classmates.

To attain adequate mental health and to develop into independent adults, children need to have freedom to find themselves and to grow; they need to learn to make choices, to set their own directions, to follow their own interests, to work at their own level and in their own way. They will not and cannot become a "self" by imitating others. And they can truly learn only that which they themselves choose and need; all other learning is temporary and superficial.

They will not develop this self nor will they learn if they are manipulated, rejected, criticized, or attacked. Instead, the learning situation must be flexible and nonthreatening—allowing ways for children to learn through experiencing and inquiring, supplying opportunities for them to change and to challenge, and always following freedom for them to respond in their singular and special ways.

Several research studies indicate that teachers often do not like children with original and questioning minds. Further, when these teachers are asked to choose the pupils in their classrooms who are most creative, they typically choose high-achieving, conforming children and not those whom the researchers identify as creative. Such basic conflicts between the imaginative, offbeat child and the practical, no-nonsense teacher are often dramatic.

Ronnie, a rather disheveled, off-on-a-tangent fifth grader, was asked by his tidy, right-to-the-point teacher to write about his future ambitions.

He wrote with charm and conviction on the merits of becoming a beachcomber. Later, blinded by tears, he stumbled into the office of his friend, the principal. His teacher had returned the paper with the explosive comment, "This is a stupid theme."

After school, the principal tried to placate the teacher while defending Ronnie's right to express himself freely. "Perhaps this is the way Ronnie feels right now," he told her.

"But I know he wants to be an engineer," the teacher replied.

To this the principal responded, "Perhaps he's trying to be creative."

The teacher stalked off with the final declaration, "When I want him to be creative, I will tell him so."

How can a teacher provide a climate that will allow children to be themselves or to find themselves, and, above all, to feel at home? As a seventh grader said recently when asked his definition of an ideal teacher: "He should talk to the class more personally—sort of put himself into the class so the kids can get to know him."

Teachers, if they want children to be concerned with what school has to offer, must first show that they are interested in what the children have to give. As Lasswell says, "Every innovator must have a recognizer."

Teachers must also learn to be nonjudgmental of a child's fledgling efforts. Sensitive children can be crushed by premature criticism. The facilitating environment for creativity has been described by Rogers as a nonthreatening one where every individual is held to be of "unconditional worth."

This means not only that the teacher helps children find tasks they can successfully complete and which hold intrinsic interest for them, but that the teacher notices, listens, and responds. As Phyllis McGinley has stated so poignantly,

Sticks and stones are hard on bones
Aimed with angry art,
Words can sting like anything,
But silence breaks the heart. □

Signs of Emotional Disturbance

By WILLIAM WATTENBERG
Professor of Educational Psychology, Wayne State University, Detroit. (Originally published in 1960)

Misbehavior bespeaks emotional disturbance when it consistently shows these traits:

1. *The behavior has a peculiar compulsive or driven quality.* The pupil in question—Fred, let us say—really knows better but "cannot help it." Something made him do it, and he cannot tell you what. He has been caught going through teachers' purses, but has not taken anything. Although punished twice, he keeps doing it and seems bewildered when asked what he is looking for. Such behavior calls for professional diagnosis.

2. *The behavior has a quality of soliciting punishment.* Helen consistently provokes the wrath of her teachers. She does the very things she knows will annoy them and does not stop until one of them, patience exhausted, swoops down, shouting. "You have been asking for this!" The outburst is a fairly accurate diagnosis. A conference with parents might provide some clue as to the cause.

3. *The misbehavior is accompanied by inappropriately intense emotions.* When Carl gets into a fight, he becomes almost murderous. He needs professional help before he finds himself in serious trouble.

4. *The misbehavior itself is inappropriate to the age level or the situation.* Jennie, although 12, has temper tantrums in which she acts like a six-year-old. Her conduct is so far out of line it indicates some serious personality disorder.

5. *In some cases, there is a consistent pattern in which offenses are followed by intense remorse, which seems to be quickly forgotten because soon there are additional offenses and further remorse.* For a conscience to be able only to punish the person after a misdeed but be incapable of giving effective warnings in advance is hardly normal. Again, professional diagnosis is needed.

6. *After relatively serious events, some youngsters appear preoccupied with their parents' probable reactions.* Sometimes this takes the form of telling how disgraced the family will feel. On other occasions, youngsters attempt to build up an alibi by complaining about their father or mother.

In either case, it is possible that the child's conflict is unconsciously motivated by hostility to a parent. This may occur after a divorce. Such behavior can be the result of a neurotic pattern. A child-guidance clinic might be able to help.

Let us remember that most children are strong and resilient. For the rest, although teachers cannot be psychiatrists, they often can identify some probable victims and possibly forestall later, serious, life-wrecking developments.

At the very least, having recognized that certain children are emotionally weak or vulnerable, we can treat them with patience and understanding. For some, this will be of inestimable value. □

SPECIAL SECTION ON DISCIPLINE

High School Classroom Control

By EMELIE RUTH DODGE
English teacher, Scarsdale (New York) Senior High School. (Originally published in 1958)

As I stood before my first eleventh-grade English class many Septembers ago, a full-fledged teacher at last, I enthusiastically looked over the 30 pupils whose lives I was going to mold, and my heart sang, "Mine! These are mine! I can do anything I want with them!"

This power-mad era in my life was brief, but it was years before I realized that behind the silence and order of my first day of school were concealed 30 scouts reconnoitering enemy territory. In my case, the report must have gone back, "Sitting duck!"

I was unprepared to cope with problems in classroom behavior. No textbook or lecture had dealt with flying missiles, strange noises from unknown quarters, out-of-control discussions, chronic tardiness, impertinence, effrontery, or any of the other devices for retarding classroom progress.

"Discipline," in its connotations of demand and punishment, of autocratic authority, went out of style about 25 years ago. But because to teach remains the paramount purpose of teachers, and since this purpose cannot be accomplished without classroom order, "discipline" is still necessary, although it wears a new and prettier dress. We see it walking abroad as "control."

What can new teachers do to deal with problems of classroom control? Teachers colleges and textbooks have some helpful general discussions of the matter, although they seldom go into detail about methods. Articles in education journals and advice from experienced teachers can provide aid.

However, since the very same classroom problem rarely arises twice, a pat answer or case history isn't of much value. Furthermore, each teacher's personality has a different impact on students, and, therefore, each teacher is forced to discover his or her own particular way of handling a problem.

I have found that the most effective way to handle classroom control is by not allowing problems to develop. My brief but potent experience has revealed some procedures which boys and girls have seemed to find fair and logical and which I find helpful in preventing unpleasant classroom situations.

Several recent surveys of what students consider as the characteristics of a good teacher list fairness as a first requisite. This sounds simple. However, fairness involves constant vigilance on the teacher's part, careful attention to consistency, faithful warning in advance, and several weeks of patient waiting while the students test and observe.

To tell students that a teacher is fair neither convinces them nor makes it true. Having dealt with adults for years, students have learned that adults are inconsistent, inattentive, moody, and capricious.

They have seen that adults severely punish them on one day for an offense which, on another, merely receives a reprimand. And knowing that every grown-up has a weak spot, youngsters have coaxed their elders into or out of decisions, have gotten away with deeds under the noses of preoccupied parents and teachers, have successfully and fraudulently appealed to the sympathy of adults to win their desires.

In short, boys and girls are what they are because of what adults, advertently and inadvertently, have taught them in and out of the classroom.

If you want to build a reputation for fairness, these principles may prove valuable: Don't threaten or promise unless you can—and intend to—fulfill the threat or promise. It will take only one unfulfilled threat or promise to assure your boys and girls that you are no exception to their rapidly crystallizing conviction that adults are three-quarters hot air.

Don't break a rule for anyone unless the entire class can see that it is an emergency. When exceptions cannot be postponed and handled in private conference, the class should be allowed to see that the exceptions are necessary.

Stick to school rules yourself. Frequently, it is not required that you observe them; however, do not break rules or equivocate before your students. If an assembly seems a waste of time, you, the teacher, can accomplish no good by going to sleep, cutting, or being obviously bored. If there is a tardy bell, observe it yourself.

Always tell students the truth. It is better to say you don't think they need to know than to risk being caught in even an innocent and generous lie, and you will be amazed at how much a class can accept.

Your students will hang around after school to talk things over and will seek your advice on the most personal matters once they decide you are honest. But if you are to win their confidence, don't condemn too quickly their sweeping generalizations or their denunciation of the institutions you cherish. They must question everything. *Let them!* You and I have decided what we think about a good many things. They have that same right. But when they ask you what you think, tell them the truth.

Keep classroom rules short and simple. Don't establish long lists of dos and don'ts; make five or six basic and inclusive statements and stick to them.

Make your demands clear to everyone ahead of time. Don't give a pupil a chance to say: "But I was absent the day you gave us that!" Write requirements and assignments on the board to be copied into notebooks, or give out mimeographed sheets. Then make sure these instructions are understood.

The students' second requisite for a good teacher is knowledge of subject matter. If boys and girls respect you as an intelligent, informed person who works hard and consistently, your problems in discipline will be fewer.

Come to class each day prepared to utilize every minute of the period. As I think over unpleasant situations I've experienced in class, I find they usually occurred because the students were not really busy.

At least three different types of activity during one 50-minute period, such as a spelling quiz, a 15-minute discussion, and a short lecture, will provide variety and may keep students too well occupied to engage in class-disrupting entertainment. Plan more than you can do in a period, so that if you see signs of boredom and restlessness, you can switch your activity and avoid difficulty before it occurs. Above all, keep your eyes on theirs. You will see that they are following you, that they are already ahead of you, or that you have lost them.

In spite of all this golden advice, you will prob-

ably find some disciplinary situations arising in your classes. These are best handled unobtrusively on an individual basis.

Don't ask students if they will stop an annoyance. Someone will feel compelled to answer you, and the answer will probably be impudent. Simply *tell* them to stop whatever they are doing and then go right on with what you were doing without waiting for a retort.

Any red-blooded students are aware that their friends are watching to see what will happen. If you give them the slightest opportunity to answer back, they will be compelled to do so. Don't appeal to particular students by implying that they are different from the others, that they have more ability than the others, or that they may expect sympathy because they have problems at home. Young people want to be treated as individuals, but they don't want to be singled out before their classmates.

I have found that normal teenagers resent special treatment. For the most part, they do not understand why or how they get into painful situations, but they feel that in treating them as psychological cases, teachers are exhibiting lack of understanding and are making a crisis out of a crocus.

Many high school students will play on the sympathy of their teachers at every opportunity and later kill themselves laughing at teachers' credulity. This arouses students' contempt, which writes finis to classroom control.

Consistent refusal to accept late work or to make exceptions on the strength of tales of woe will be accepted with sheepish grins if you turn them away with, "Stop it! You're breaking my heart!" Parrying with a light touch is often successful as long as your foil is not dipped in the acid of sarcasm. Refusal to take wheedling students seriously does not mean letting them think you're ridiculing them.

You should try to be pleasant, you may be amusing, but always be firm. Any new group of students probably will not accept the fact, at first, that you mean what you say. They will continue to search for weaknesses. Expect, too, that you won't be able to be perfectly consistent all the time.

But if students know you are trying to be fair, if they respect your knowledge and industry, and if they feel that you sincerely like them, they will be less interested in humiliating or annoying you, in retarding class progress, or in seeking amusement of an unpleasant nature during class time. In fact, given the right classroom climate, self-discipline will flourish in a gratifying way.

Students will feel increasingly secure in your presence as they become more sure of their ground. When they know what to expect, they will feel happier and more comfortable, and so will you. □

DISCIPLINE *(Continued)*

A Positive Approach to Disruptive Behavior

By TERESSA MARJORIE PRATT
Elementary School Principal, Frances Grout School, Waterloo, Iowa; Instructor, Malcolm Price Laboratory School, University of Northern Iowa, Cedar Falls, when this article was originally published in 1973.

In an eight-week experimental classroom at the Malcolm Price Laboratory School, University of Northern Iowa, two of us ventured forth to do some prescriptive teaching with 10 intermediate grade boys who had a history of disruptive behavior in the classroom.

From the moment the boys walked through the door, we used contingency management techniques. At first, in order to gain cooperation and to reward success, we offered candy and trinkets, but we tried to phase out these tangible things as quickly as possible and move to relying on praise, free time, and the satisfaction most students feel when they complete a task and do a good job.

We divided our room into a work area and a free-time area. In the work area, the boys were expected to be quiet and to work individually at their seats on a task that was waiting for them when they arrived. On their desks they had a work-record card containing 120 empty squares. They earned check marks on this card for working quietly, for raising their hands when they required help, for completing tasks, and for ignoring disruptive behavior in the room.

After they had worked a certain number of minutes, a buzzer rang, and the boys who had earned two rows of check marks on their cards could go to the free-time area, while the others had to remain in the task area. When a new work period started, we gave the latter boys a new task, and they had an equal chance with everyone else to earn the two rows of check marks needed for the next free-time

period. Some who earned more than two rows of check marks in a work period continued to work, for a total card of check marks could be turned in at the end of the day for balloons or marbles.

When the program began, we had available in the free-time area a record player and records, some tape recorders, a trampoline, many games and puzzles, art materials, filmstrips with viewers, and plenty of books. In this area, the boys were free to choose their own activities, and unless a boy misbehaved, he remained in free time until the lights went out, which was the signal to return immediately to the task area, sit down, and begin work once again. We gave check marks to the boys who behaved appropriately in free time and extra check marks to the first four who walked quietly to their seats and started work on signal.

We made use of another area—a time-out room where we placed any student whose behavior was so disruptive that it could not be ignored or who refused to cooperate at all with a teacher request. A student stayed in the time-out room until we felt he could return to the classroom and work.

We completely individualized our academic program for each student, using structured materials that required little or no explanation. The boys used teacher-made work sheets, commercially made workbooks, programmed readers, and skill texts. Their assignments were commensurate with their ability, for we wanted them to meet success after success. Every morning we wrote the work schedule on the chalkboard so all the boys knew what would take place during each time slot. Then they all worked on the same type of activity at the same time but at their individual skill levels.

My assistant and I had many trying moments. The boys were difficult to manage, and we found that some of their objectionable behavior, such as talking to each other during work periods, tended to feed on itself. We tried ignoring a misbehaver, while at the same time encouraging those students directly around him who were behaving appropriately. We also tried to announce just why we were giving one person check marks and not the other one. An example would be, "John, this is for working so quietly and ignoring Joe's remarks." But sometimes we had to remove a boy from the area.

All our boys had average intelligence but had been unsuccessful in school because of inattention and inability to settle down to a task. Thus, one of our most difficult jobs was to gradually increase the difficulty of work and to make it rewarding for the students to stick with one task until completion. We always gave check marks for completed work done correctly, and the number of check marks varied depending on the difficulty of the task.

Much of our energy went into adjusting the social environment so everyone would be able to work. This involved ignoring certain behaviors, rewarding others, and sometimes having a direct confrontation. Decisions had to be made quickly and with confidence, but they also had to be reasonable and enforceable, or the program would have broken down.

An example of decision making might involve a boy who refused to work.

One of the boys once declared: "I ain't goin' to work on that paper, Mrs. Pratt!"

"That's up to you, John," I said, "but it is the only paper you'll get check marks for at this particular time," and then I walked away. We found it best to assume a matter-of-fact attitude and to say as little as possible.

The boy then might wander around the room slamming things or poking other people. Or he might try to get back to the free-time area. Or after pouting for a few minutes, he might begin to work. Or he might pout for the whole period, in which case, when checkoff time came, he probably would not have earned enough check marks to go back to free time. Happily, I can report that as time went by the boys seemed to do less pouting because they realized that they needed check marks in order to earn free time.

What would we do if the boy began poking people or slamming things? Order him to his seat, probably. If he didn't go, we would tell him a second time and then tell him to go to the time-out room. If he would not walk to time-out, we would put him there forcibly.

It was hard to learn to ignore the boys who were yelling at us or demanding our attention in an inappropriate manner, particularly if they had worked well for most of the period. For instance, one boy might raise his hand but at the same time call loudly, "Mrs. Pratt, Mrs. Pratt, come check me off." If I paid no attention and helped somebody else, he might yell again, "Mrs. Pratt!" If I still paid no attention, he might mutter something about my being a "chicken butt." Eventually, though, he would usually raise his hand and wait for help without yelling.

Sometimes, getting the boys' cooperation required quick thinking. One day our part-time helper was on the playground with the boys, and two didn't want to come in. She knew that if she started ordering them in, she might just have more trouble. So, with the stopwatch in hand, she said, "Let's see if we can make it an Indianapolis 500 to the door," and the boys took right off.

At the beginning of the program, one big problem was caused by the boys' trying to mind each other's business. One boy in particular made a nuisance of himself until he found that his interfering only caused the other boy to receive more check

marks for ignoring the taunts and aggressive behavior.

We also had some problems in the free-time area with destructive behavior and with things disappearing. Even with two of us working in the room, many things were broken or disappeared. We tried to watch fairly closely, and if a boy was destructive with equipment, we sent him back to the task area. However, we finally removed some equipment, such as tape recorders, microphones, and some of the filmstrip viewers.

We were not always in disagreement or at odds with the boys. We had lots of fun with them, too. We often played checkers with them during free time and encouraged them to talk about their interests; we heard about fishing trips, popular music, trips to other cities, sports, and science experiments.

All in all, we were greatly encouraged about how children can move toward specific goals and modify their behavior to enable them to take advantage of instruction. This teaching method helps teachers become more consistent and more aware of the good things that the pupils are doing.

The students, in turn, find out how much academic work and appropriate social behavior they are capable of and they realize that they, too, can be successful. After all, don't the check marks show that? Soon, they don't need the reinforcement of trinkets or candy. They can earn the free time to make something really worthwhile, and before long even the free time becomes secondary as they get that certain "glow" we all feel when we have completed a task and know we have done a good job! □

DISCIPLINE *(Continued)*

The Crisis-Intervention Teacher

By **WILLIAM C. MORSE**
Professor of Education and Psychology, School of Education, University of Michigan, Ann Arbor.
(Originally published in 1972)

No one is surprised when new teachers list classroom management as their number-one problem. But today many seasoned teachers echo the same thing, and some leave the profession to avoid the daily hassle. No one can expect fewer problems in the days ahead. Schools are facing reduced special services and the addition of special pupils to the "mainstream." Pupils are more demanding; peer power and group contagion make the teacher an adult minority of one.

Despite the mounting problems, in some schools the teacher is still expected to deal with the whole gamut of behavioral problems in the classroom, and asking for help is considered a sign of failure. Other schools, however, are providing teachers with expert resident help in emergency situations: a special resource co-teacher available in the school to provide crisis-intervention service for pupils when their coping capacity begins to fall apart. Using a problem-solving approach, this specialist explores the self-concept and inner life of a child as well as environmental factors which are influencing behavior.

The significant new aspect in the crisis-intervention specialists' work is the fact that they capitalize on the unique teaching opportunities which crisis events present. Rather than waiting for the heat to subside, they take advantage of the emotions that have surfaced to deal with real feelings.

At times of crisis, the pupil is searching for a way out. (Johnny is angry when he comes to the resource teacher. He has had a confrontation with his English teacher. "Hate the old bag. She's a bitch." A junior high pupil who won't do his work shouts, "What's the use of studying social studies crap anyway?") Many confess to feelings of futility, stupidity, and worthlessness. There are fights to be worked out, the "You can't make me do nothin'" kids to deal with. ("Sure I stole it, but they're always stealing my stuff. So why not?")

Starting from the incident itself, the resource teacher explores the child's perceptions to find the reason for the behavior. The underlying idea is to develop a joint analysis of the difficulty, seek the essential meaning of what happened, explore implications, and search for specific solutions which the pupil understands and which are feasible. ("Is Mr. X always this way?" "What about other teachers?" "How are things with you in general?" "What should be done about what happened today?")

Of course the specialist cannot solve all problems by any means. Sometimes even a minor mitigation is impossible at the moment. But the intent is to take steps possible for a plan aimed at the future.

The solution may involve more extensive work with the pupil to clarify values, three-way conversations with the classroom teacher to work out strategies, including the parents in nonpejorative discussions about the problem and its solution, remedial

assistance, or perhaps a program of behavior modification. If the problem seems to stem from learning difficulties, the crisis teacher may refer the child for more complete psychological study. If the classroom learning experiences are boring, too difficult, or not relevant, a search is made to find a better curricular experience or a more appropriate teaching method. If the classroom teacher's behavior appears to have provoked part of the problem or if absurd school rules or outdated curriculum are a factor, the crisis teacher tries to effect change through consultation or staff discussion.

In some cases, one session with the special teacher may clear up the problem; in others, the student may need help over a period of years.

One condition is essential for crisis intervention: The special teacher must respect pupils, whatever their age, as individuals to work with and not as robots to be manipulated. After all, pupils must participate in solving their problems and learn to take responsibility for their actions.

A conversation between a preadolescent girl and her resource teacher makes this point. The girl, who had rejecting parents, had been in difficulty with some friends. In talking to her resource teacher, she said, "You shouldn't give me sympathy just because my folks don't care about me. If I keep fooling around with those kids, I know what's going to happen. It's really up to me."

Youngsters are less likely to underestimate their capacity to assume responsibility when the resource teacher listens carefully to what they have to say.

The elementary school with a small and integrated staff facilitates the crisis-teacher model. But there is even a greater need for help in the junior high. An effective crisis program at this difficult age level works as follows: The regular teachers first do all they can to deal with problem situations in the classroom without anger or hostility. They respond without rancor to a disturbing pupil because they know that if they can't work things out, the crisis resource teacher is available to them.

The counselors and principal in this school have formed an assisting team to work with the crisis teacher. The total school program is based on concern for the pupil—an important factor, since the service cannot be meaningful if it is merely an oasis in a desert. The resource teacher's facilities include space for several pupils to work independently, a place for private conversations, and a corner with comfortable furniture for relaxing. Remedial teaching resources, books, educational and fun games, and individualized teaching aids are available.

Crisis rooms tend to take on the characteristic mode of the special resource teacher. Some are businesslike; others resemble art studios; and still others are veritable zoos where hamsters, guinea pigs, and other animals provide a ready and natural means of contact with youngsters.

But more important than the physical setting of the room is its psychological climate. In the crisis-intervention service, children do not have to be categorized as special-education types to get help. The crisis teacher has been trained to respond to feelings so children can express honest emotions.

Because many problems in school are a consequence of students' learning problems, the special teacher must have the teaching skills and appropriate materials to deal with such problems. Since a problem child is a whole person, whose feelings and academic concerns mesh, the key to success in dealing with such a child lies in prescriptive planning that keeps his or her whole complex nature in mind.

A math teacher, for example, sent a disruptive pupil—a black child in a predominantly white school—to the helping teacher. The boy asked, "Why should I learn math? No one would hire a nigger anyway." After the first meeting, the resource teacher arranged other sessions with the pupil and then took him to visit a capable black lab technician. Soon the youngster began to feel more like doing his arithmetic. His problem was not that he was lazy or "bad" but that he lacked confidence and hope. And the concrete example meant something which moralizing lectures never could.

The crisis teacher is one member of the teaching team, and it is essential that the classroom teacher, the crisis teacher, and the pupil maximize their communication. Times may arise when the crisis teacher takes over the classroom so that the regular teacher can work out a crisis with a pupil. Also, the crisis teacher is the facilitator of a service and cannot expect to do the job alone. Many engage the help of other students for cross-age tutoring, provide big brothers and big sisters for problem pupils, work with parents to coordinate the efforts of college students and lay volunteers, and utilize community resources and referral agencies.

No approach is a panacea. But the special resource person is a new tool for a school that operates with a mental health orientation. Of course, the service in any school is not better than the human beings who run the program and who make up the teaching staff. The main advantage of this program is its design, which attends to the press of the school and at the same time directs energy toward helping pupils with their emotional development—an area long neglected by too many schools. □

For more on discipline, see pages 24-28.

SATIRE

Accountability and the Reverend Dogood

By JOHN E. MOTZKUS
Director, Student Activities, Anaheim (California) High School; Social Studies Teacher, Savanna High School, Anaheim, when this article was originally published in 1971.

With all the pressure on teachers for scientific management these days, I really envied the Reverend Dogood, our local divine.

"You should be glad that you're not in public education," I told him the other day. "The key word now is *accountability*. We're going to start to carefully measure output in terms of pupil performance and judge teachers' competence on this final product."

"So what else is new?" he shot back. "We've had accountability in our church now for over a year. Our board and president got tired of the ministers' drawing their pay without proof that they were producing. They said that on the 'outside' people get fired if they don't produce, and that's the way it's going to be in religion."

"Is that right?" I asked in surprise. "But how in the world do they decide if you are earning your money? Evaluate your sermons? Check that you make your home and hospital visits?"

"Of course not! That would be trying to measure the *process* instead of the output. We have developed a system called the Religious Program Budgeting System (RPBS for short). With RPBS, we can spell out our objectives in performance criteria so clearly that even a nonbeliever can understand. Then the Budgeting System shows exactly how much money we spend on each objective. If we fail to meet a particular objective, then funds for that objective are reduced. Simple!"

"Well, I know something about performance objectives," I said. "But how do you write them for religion?"

"Easy," he said. He walked over to his bookcase and pulled out a thick, loose-leaf binder titled *Religious Goals and Objectives*. "How about this one?" he said, opening the book at random: "Ninety percent of the congregation will be able to write or recite the Ten Commandments with less than 10 percent error in a four-minute period of time."

"That should be an easy one to check," I ventured. "But it requires only rote memory. Lay one on me that involves a higher level of thinking: application, analysis, evaluation, or something."

"I think that most of our cognitive objectives are of the memory kind," he replied rather shamefacedly. "You see, the lay board wrote the goals but allowed the ministers to write the performance objectives. Everybody likes to score high on evaluations."

"Oh, don't feel bad," I reassured him. "The intellect isn't the most important thing in religion anyway, is it? Aren't people's attitudes the most important? How they really feel inside?"

"Yes, of course," he said, brightening considerably. "But again, you can't go just on the basis of how they feel inside. That's not *measurable*. I'll read you an attitudinal objective." Flipping to another section of the book, he read aloud, "The females of the congregation will appreciate the beauty and truth of the Seventh Commandment to the extent that the illegitimacy rate will decrease 10 percent per year for the next 10 years." He looked up, beaming proudly.

"Well," I observed, "it sounds like you're getting it down to a gnat's eyebrow! You should be able to identify the ministers who are really working at it and those who are in it for the easy money."

"You bet! We're way ahead by giving some of these guys their walking papers and calling in private industry. You know, there are companies that will guarantee the objectives in contract form. If they don't perform, they don't get their money. Of course, there is the danger of irregularities like the company that rewarded each convert with a tape recorder and Polaroid camera."

"Well, Reverend Dogood," I replied, "I wasn't sure the whole accountability thing was suited for education. Are you sure it works for religion?"

"I'm convinced of it," he cut in. "Until I got involved in the accountability approach, I was stagnating—preparing sermons on the gospels, individual spiritual guidance, all that traditional stuff. Now my whole operation has changed. I don't think of myself much as a pastor now but more as a consultant in religious management—a sort of spiritual systems analyst." □

The Awful Beginning

By JAMES A. SMITH
Professor of Education, Emeritus,
State University College, Oswego, New York.
(Originally published in 1972)

I looked across the desk at my daughter. She'd come for help in planning her semester schedule.

"Look," I said, "you have some electives. Why don't you take a course or two for fun? You've worked hard and really should take something outside your major that will be pleasurable."

"Like what?" she asked.

My eyes scanned the college schedule of courses. "Like Dr. Mann's Creative Writing or Dr. Camp's Painting for Beginners or something like that."

She threw back her head and laughed. "Who, me? Paint or write? Good grief, Dad, you ought to know better than that!"

"And this," I thought, "is the awful ending."

It was not always like this. I remembered an early golden September day when I went to my garage studio and gathered together my easel, paintbrushes, and watercolors. I sensed someone was watching me and looked up from my activity to see her framed in silhouette in the doorway. The breeze and the sun tiptoed in the gold of her curls. Her wide blue eyes asked the question, "Whatcha doin'?"

"I'm going to the meadow to paint," I said. "Want to come along?"

"Oh, yes." She bounced on her toes in anticipation.

"Well, go tell Mummy and get your paints."

She was off but returned in no time, carrying the caddy I had made to hold her jars of paint and her assortment of brushes.

She ran down the hill before me, pushing aside the long, soft grasses of the meadow. I watched closely for fear of losing her golden top in the tops of the goldenrod. She found a deserted meadowlark's nest, and we stopped to wonder at it. A rabbit scurried from under our feet. Around us yellow daisies and goldenrod nodded in friendly greeting. Above, the sky was an infinite blue. Beyond the meadow, the lake slapped itself to match the blue of the sky.

On the lake, a single white sailboat tipped joyously in the breeze. My daughter looked up and saw it. "Here!" she said.

Trusting her wisdom, I set up our easels. While I deliberated over choice of subject and color, she had no such problem. She painted with abandonment and concentration, and I left her alone, asking no questions, making no suggestions, simply recognizing uncontaminated creative drive at work.

Before I had really begun, she pulled a painting off her easel.

"There!" she said. "Want to see?" I nodded.

I cannot describe the sense of wonder that flooded over me as I viewed her work. It was all there—that golden September day. She had captured the sunlight in her spilled yellows; the lake in her choppy, uneven strokes of blue; the trees in her long, fresh strokes of green. There was a sense of scudding ships and the joyousness of wind that I experience when I sail, the tilting and swaying of the deck, the pitching of the mast. It was a beautiful and wondrous thing, and I envied her ability to interpret so honestly, so uninhibitedly, so freshly.

"Are you going to give it a name?" I suggested.

"Yep! *Sailboats!*" she responded, as she taped another sheet of paper to the easel.

There wasn't a single sailboat in the picture.

She began school the following week. One dreary November day she came into my study with a sheet of paper in her hand.

"Daddy," she asked, "will you help me draw a sailboat?"

"Me? Help *you* draw a sailboat?"

My eyes turned to the wall where her golden September painting hung in a frame I had made for it.

"Why, Sweetheart, I could never paint a picture like the one over there. Why don't you paint one of your own?"

Her blue eyes looked troubled.

"But, Daddy, Miss Ellis doesn't like *my* kind of painting."

She held up her sheet of paper in the middle of which was a dittoed triangle.

"Miss Ellis wants us to make a sailboat out of this."

And that was the awful beginning. □

Cipher in the Snow

By JEAN MIZER TODHUNTER
Education Writer; Former Teacher and Guidance Counselor. Mrs. Todhunter won first prize in the first Teachers' Writing Competition with this true story. (Originally published in 1964)

It started with tragedy on a biting cold February morning. I was driving behind the Milford Corners bus as I did most snowy mornings on my way to school. It veered and stopped short at the hotel, which it had no business doing, and I was annoyed as I had to come to an unexpected stop. A boy lurched out of the bus, reeled, stumbled, and collapsed on the snowbank at the curb. The bus driver and I reached him at the same moment. His thin, hollow face was white even against the snow.

"He's dead," the driver whispered.

I didn't register for a minute. I glanced quickly at the scared young faces staring down at us from the school bus. "A doctor! Quick! I'll phone from the hotel. . . ."

"No use. I tell you he's dead." The driver looked down at the boy's still form. "He never even said he felt bad," he muttered, "just tapped me on the shoulder and said, real quiet, 'I'm sorry. I have to get off at the hotel.' That's all. Polite and apologizing like."

At school, the giggling, shuffling morning noise quieted as the news went down the halls. I passed a huddle of girls. "Who was it? Who dropped dead on the way to school?" I heard one of them half whisper.

"Don't know his name; some kid from Milford Corners," was the reply.

It was like that in the faculty room and the principal's office. "I'd appreciate your going out to tell the parents," the principal told me. "They haven't a phone, and anyway, somebody from school should go there in person. I'll cover your classes."

"Why me?" I asked. "Wouldn't it be better if you did it?"

"I didn't know the boy," the principal admitted levelly. "And in last year's sophomore personalities column I noted that you were listed as his favorite teacher."

I drove through the snow and cold down the bad canyon road to the Evans place and thought about the boy, Cliff Evans. His favorite teacher! Why, he hasn't spoken two words to me in two years! I could see him in my mind's eye all right, sitting back there in the last seat in my afternoon literature class. He came in the room by himself and left by himself. "Cliff Evans," I muttered to myself, "a boy who never talked." I thought a minute. "A boy who never smiled. I never saw him smile once."

The big ranch kitchen was clean and warm. I blurted out my news somehow. Mrs. Evans reached blindly toward a chair. "He never said anything about bein' ailing."

His stepfather snorted. "He ain't said nothin' about anything since I moved in here."

Mrs. Evans got up, pushed a pan to the back of the stove, and began to untie her apron. "Now hold on," her husband snapped. "I got to have breakfast before I go to town. Nothin' we can do now anyway. If Cliff hadn't been so dumb, he'd have told us he didn't feel good."

After school I sat in the office and stared bleakly at the records spread out before me. I was to close the boy's file and write his obituary for the school paper. The almost bare sheets mocked the effort. "Cliff Evans, white, never legally adopted by stepfather, five half brothers and sisters." These meager strands of information and the list of D grades were about all the records had to offer.

Cliff Evans had silently come in the school door in the mornings and gone out the school door in the evenings, and that was all. He had never belonged to a club. He had never played on a team. He had never held an office. As far as I could tell, he had never done one happy, noisy kid thing. He had never been anybody at all.

How do you go about making a boy into a zero? The grade school records showed me much of the answer. The first and second grade teachers' annotations read "sweet, shy child"; "timid but eager." Then the third grade note had opened the attack. Some teacher had written in a good, firm hand, "Cliff won't talk. Uncooperative. Slow learner." The other academic sheep had followed with "dull"; "slow-witted"; "low IQ." They became correct. The boy's IQ score in the ninth grade was listed at 83.

But his IQ in the third grade had been 106. The score didn't go under 100 until the seventh grade. Even timid, sweet children have resilience. It takes time to break them.

I stomped to the typewriter and wrote a savage report pointing out what education had done to Cliff Evans. I slapped a copy on the principal's desk and another in the sad, dog-eared file; slammed the file; and crashed the office door shut as I left for home. But I didn't feel much better. A little boy kept walking after me, a boy with a peaked face, a skinny body in faded jeans, and big eyes that had searched for a long time and then had become veiled.

I could guess how many times he'd been chosen last to be on a team, how many whispered child conversations had excluded him. I could see the faces and hear the voices that said over and over, "You're dumb. You're dumb. You're just a nothing, Cliff Evans."

A child is a believing creature. Cliff undoubtedly believed them. Suddenly it seemed clear to me: When finally there was nothing left at all for Cliff Evans, he collapsed on a snowbank and went away. The doctor might list "heart failure" as the cause of death, but that wouldn't change my mind.

We couldn't find 10 students in the school who had known Cliff well enough to attend the funeral as his friends. So the student body officers and a committee from the junior class went as a group to the church, looking politely sad. I attended the service with them and sat through it with a lump of cold lead in my chest and a big resolve growing in me.

I've never forgotten Cliff Evans or that resolve. He has been my challenge year after year, class after class. Each September, I look up and down the rows carefully at the unfamiliar faces. I look for veiled eyes or bodies scrouged into a seat in an alien world. "Look, kids," I say silently, "I may not do anything else for you this year, but not one of you is going out of here a nobody. I'll work or fight to the bitter end doing battle with society and the school board, but I won't have one of you leaving here thinking yourself into a zero."

Most of the time—not always, but most of the time—I've succeeded. □

PARENT-TEACHER-STUDENT RELATIONSHIPS *(Continued)*

A Harlem Parent Speaks

By **DAVID X. SPENCER**

Co-Director, South Forty Corporation (a prisoner rehabilitation program), Poughkeepsie, New York; Executive Planning Board Secretary of Harlem's Intermediate School 201 when this article was originally published in 1968.

I was an elevator operator and handyman. I'd come home every night to the wife and kids, eat dinner, and look at TV. My wife was president of the Parents' Association, and she would tell me all about what was going on at the school, but I didn't want to hear all that nonsense. Then one night we went to talking about the schools. She said there was a principal who had a drinking problem, and he even locked the doors and kept the kids out of school. I said that if I was running things, I would throw him out. She said, "Yeah, well, I want you to go on over." I got in a trap right there. So that's how I got involved with the schools.

Parents want to be involved in their kids' education, and they're not so hung up against teachers as you may think, but teachers are the only thing that's close enough for them to attack. We know that the board of education sets the rules and that we got to play by them. But we also know that we've asked teachers to come out and try to help change some of the rules, and when they didn't do that, we *had* to attack them.

Teachers are the number-one ingredient in a good school. They must believe that the student can learn. If a teacher gets a difficult student, he or she should motivate that child to learn. That's the kind of teacher I'm talking about—one with a determined attitude. What we want is the teacher who is dedicated and cares about the children and believes all children can learn.

And that's important. One day, my son David, who is seven years old, didn't come home after school, because, as it turned out, he got lost. I was worried, and about 3:30 I began to ask around the neighborhood did anybody see him, and they all said no. Around 4:00, I went to the school to track him down.

There's 22 kids in my son's class. When I asked his teacher about him, she said, like, "Is he the noisy one? Is he the quiet one? Is he a nice kid?" Then,

finally she got her attendance book, looked in it, and said, "Oh, yes, he was in school today. He left at 3:00." She only had 22 kids, and she didn't even know who he was.

Now that kind of teacher ain't doing a job. When I go on a job, and I'm not doing it, my boss'll call me and say, "Look, Dave, I think you're a little slow, and if you can't pick it up, then you'll have to go." Now I feel the same about teachers.

I'm tired of teachers who say, "I've got two or three pupils here who are tops. Look what I have done."

What I see when I look is that there's 24 more who ain't doing nothing. When you show me 15 or 17 that the teacher's done something with, then I'm happy. Then I say that teacher's doing a job. Because those two or three were going to get it *in spite* of everything. But a lot of kids need that little help. They need the push, not the kid with grades of 90 or 95. And the teacher says, "How can I help each kid individually?" Well, if you tell me that you got three kids that are good, that means that there's three other kids you can give a little extra time to.

We were trying to build up kids' respect for the teachers, but now it's broken down pretty bad. The teachers themselves let the respect die. It used to be that parents didn't even bother to go to the school, because the teacher was doing the job. But now parents are finding out that 90 percent of the kids are two and three years below reading level and math level. And parents are beginning to ask questions, and they don't have the same kind of respect for teachers they had before. Maybe it will be built back up again, but it can only happen if the teachers respect the parents, too.

One way teachers can show respect is to visit parents' homes. There's a lot of talk about how the people in the community should keep cleaner homes —a lot about rats and roaches and so on. We found that if teachers would visit homes, after a while the parents clean up the house for those nights the teachers are coming and make things comfortable for them and have coffee. This can really help people get straightened out, because they have somebody come that they have a certain respect for and they try to do different to show that they aren't as bad as some people say.

It would help for teachers and parents to talk some things out. Teachers have an idea that they can't punish children. But they'd be surprised at how many parents would be willing to see children punished for some of the wrongs that they may do. It's a question of the teacher letting the parents know and the parents letting the teacher know. But the only time teachers call a parent in is when a kid has been so bad—like two or three months later—instead of getting to the problem right away when the parents would have a chance to stop it.

When I was a kid and went to PS 37 in New York City, we had some teachers that had a way with us. They would let us help set the rules. If a kid did something wrong, Mrs. Gilligan—she was a pretty tough old girl—had a little shillelagh that she used to put on our rumps and she would ask us how many shots. We had from one to 10, and each kid would tell what kind of punishment he would receive. He'd say one or two or three, and she'd give him one or two good hard ones and one soft one. If he said eight or nine, she'd give him a lot of soft ones and one hard one.

This was her way of letting us know that we would be punished, and all of the kids accepted this. When we got a new kid, us kids would tell him how the game was played. And she would call in the parents and ask them whether she would be allowed to punish the kids or would they punish them at home.

Once I was in the principal's office with a friend of mine, and his mother and my mother were there. He was arguing and fussing with his mother, and she was going to tell his father. He said, "You ain't going to tell my father nothing." And my mother just walked up to me and smacked me. Right in the principal's office.

She said, "I'm just giving you that because I don't want you to ever talk to me like that." And I got the message, and I ain't ever talked to my mother like that since that moment. And the teacher seen it, and I knew and she knew that my mother would punish me and that meant a lot to her.

Now, about the integration problem. I'm just going to fight to see that my kids get an education, and if they do, then integration will take care of itself. *It will fall into place.* So some of us have made an about face to push for education; if it's in a black community, let it be black education; if it's in a white community, let it be white education. Just let it be education. Simple and plain.

Everybody talks about the pot of gold at the end of the rainbow. But everybody's so busy looking at the colors, which aren't important, they forget about the pot of gold, which *is* important. If we'd just stop worrying about the colors and remember that pot of gold, we'd keep moving along to the important things.

In our community, we want to pick the teachers. They say, "How can the parents interview teachers for hiring?" Well, the parents got feelings, sensitivity —call it what you want—it's there. We know that if teachers have a license, they pass as people who are qualified. That isn't what we're interested in.

It goes deeper than that. We ask: Are they willing to teach? What do they really think about black kids? And we watch how they answer. That's how we interview.

And it has been done. Parents didn't do it alone. They did it with the administration. Principals knew what they were looking for; we knew what we were looking for. Maybe it isn't something you can put on a piece of paper, like you say, criteria. But we know what we want for kids, and we want the best.

And when you say, "How can lay people choose teachers?" I can only say that we pick from the run of the mill to sit on a jury and make a decent decision, and there ain't but three people in the courtroom that know law—the judge and the lawyers. Yet, we still put enough stock in those plain people to come up with a decision by listening, thinking, using plain old common sense. We can do the same thing to pick teachers.

And parents can help out *in* the schools, too. We're trying to get something where parents will be paid to come into the school and run a homework class so the teacher will know if a kid is really doing anything. Somebody should reinforce what is being taught. Some people think I'm old-fashioned because I keep talking about homework, but I think it's important for the kids to do some, enough to make their minds concentrate on what they did in school and remember it.

My daughter is 15 years old. She goes to high school in Queens. I have to tell her what to do sometimes, and I have to make it stick. She got a chance to stay at a college for a weekend—the idea was to motivate the youth toward college. And she fussed and complained that she had a date with her girl friends and she wouldn't go. So I just told her that she was going to go, and I would take her over to the bus station myself.

So she went to Muhlenberg College in Pennsylvania. She came back Sunday night and started in talking about this college. At four or five o'clock in the morning, she was still running off at the mouth about what was happening at this college. She went on about what a beautiful college it was to the point where she wanted to improve her grades.

This was a change for her. Her last year in junior high school, she only had a 65 average. And I had been telling her for months, "Baby, you got to bring up your marks."

She said to me, "Daddy, you don't have to worry. I can pass."

I said, "Sweetheart, you're crazy. They're going to leave you back," and I raised the devil with her. Don't you know they ended up making me look like a damn fool, graduating her out of there with a 65. I just couldn't understand it. They made it hard for me to make her realize how important it is to be educated.

Once I had an appointment with a parent to see the principal to find out some information about her child. We come in on time at 9:30, and at 12:00 the principal comes strolling out of his office and goes into this bit about, "Oh, I forgot all about you, Mr. Spencer; I'm sorry, Mr. Spencer. Can you make another appointment with me for tomorrow? I have something I have to do this afternoon."

He didn't consider about this parent that had come with me but had to leave because she couldn't wait. Maybe she had to leave a job or hire a babysitter for her children and thought that she would be gone only an hour or an hour and a half. Maybe the principal doesn't know about such things, but he should think about people and try to treat them like human beings, because these are the parents of the children he's supposed to educate.

The parents do want to do good. A lot of things are bad in Harlem. The welfare has failed, the police protection has broken down, the housing has failed —but, still, the parents in the community love their children and want the best for them.

A lot of our people are going out, trying to get some changes done in the police department, trying to get some better housing. The whole antipoverty program is about self-help. And I guess the officials meant it at first. But now that our people are beginning to help themselves, the reaction is, "Well now, look, we didn't mean for you to help yourselves *that* much." □

"I raised my hand to answer in every class today—didn't get caught once!"

SPECIAL SECTION ON VALUES

Responsive Citizenship

By STEPHEN K. BAILEY

Vice-President, American Council on Education, Washington, DC; Dean, Maxwell Graduate School of Citizenship and Public Affairs, Syracuse University, when this article was originally published in 1965.

If we in education do nothing but hone the mind and extend the range and utility of human knowledge and wisdom, we will have missed our most compelling function. The ultimate responsibility of education is to affirm and to restore people's sense of their own nobility. The insistent message of the prophetic geniuses of history is that there is a qualitative difference between humans and beasts—that humans have the capacity to enter into a special relationship with the universe and that this special relationship is their glory and meaning. The Psalmist asked the appropriate question and affirmed the appropriate answer:

> When I consider Thy heavens, the work of Thy fingers, the moon and the stars, which Thou hast ordained: What is man, that Thou art mindful of him? And the son of man, that Thou visitest him? For Thou hast made him a little lower than the angels, and hast crowned him with glory and honor.

We, in this century, need no blind poet to remind us of our Paradise Lost, nor a William Blake to illuminate the convolutions of hell. We in this cataclysmic epoch know how far humankind has fallen. But to fall is one thing; to despair is quite another. We despair, and we have forgotten why we despair. Fundamentally, we despair not because of external horrors or existential suspicions of personal mortality. We despair because we have become so preoccupied with humans as animals and humans as objects that we have forgotten humans as creative spirits and humans as noble subjects.

Why do we forget so easily? What has happened to us that we ignore our capacities and promise? We study the ashes and ignore the phoenix. We dwell upon our failings and shrug off our triumphs. We have become aliens in our universal home because we have become aliens to ourselves.

We are storm-weary. The turbulence of violent change has plunged us—like a frail aircraft—into a towering cloud of spiritual darkness from which no escape seems possible. One of the difficulties is that we have not read enough history to recognize both the transient nature of all thunderheads—no matter how massive they may be—and the buoyancy of the wings of the human spirit for negotiating attenuated stress.

In disproving progress, we have forgotten the reality of the Pilgrim's Progress. Writing in the dingy jail of Bedford, John Bunyan, in his great allegory, lets Christian fall into the clutches of Giant Despair. Giant Despair's castle, which Bunyan astutely labels Doubting Castle, has a black dungeon with no possibility of escape. But finally the prisoner plucks from his own bosom a key called Promise and opens wide the dungeon door into a larger life.

Every educational institution is in part a Doubting Castle, for one of education's prime responsibilities is to doubt. But the other great responsibility of education is to affirm, to establish fertile hypotheses —including fertile hypotheses about the nature of humans.

Surely, this is our supreme contribution to our students and to each other: to rekindle excitement in life by touching the fire of our promise to the wick of learning. Far too often we have settled for less. We dissect humans. We put calipers upon their littleness. We mechanize and quantify them. We spell out with excruciating candor their palpable failures of nerve and intelligence and benevolence.

We thrust our telescopes into the blackness of infinity and poke our cameras into the fitful trackings of subnuclear activity, and we ignore the wonder of what we observe and the even greater wonder of the observer's eye and mind. We measure IQ's and dismiss as irrelevant the quotients of beauty and goodness.

The ultimate business of the social studies—and of all education—is human freedom. If freedom means nothing but the sad and sorry flow of existence upon a well-documented darkling plain, the charge to our pupils should be to push the button when they have the chance.

If the human race has in fact been caught up in an irreversible ebb tide, if Matthew Arnold's transient mood at Dover Beach has become an eternal reality, then it is irrelevant whether the missiles fall.

For the option is an endless melancholy—a sullen ennui—deaf to the song of the thrush, blind to the evening sky, and indifferent to the creative wonders of mind and hand.

But this is not the mood of education, which affirms today, as it always has, the promise of human life. We see citizens and public officials, not as instruments of survival or of a vegetable security, but as instruments of human freedom.

The Good Society is an arrangement of institutions and laws which helps to free people from bondages of fear and loneliness and injustice and from the crushing impersonalities of life. It is a society which softens the edges of competing claims, which promotes all that is ennobling and creative in the human psyche. It is a society whose ultimate dividends are joy and variety and vitality within the bounds of community and in which government postulates humans, not as they have been or even as they are, but as they can be.

If we pass on to our young people an easy optimism unrelated to the intractabilities and complexities of modern life, we do a disservice. But if we cannot pass on to our students hope and faith—a mounting excitement about the future possibilities—nothing we do will be of much account. To educate young people to manage the public affairs of an ant heap is hardly a calling worthy of the name.

The job of schools is to educate men and women to see reality as the God of Genesis saw the chaos, as clay to be worked, and above all to recognize that the working of the clay is part of the reality and that the clay is to be worked for individual fulfillment. □

Wonderful Ways

album: Values (new)

When I was a boy, my mother had a clock which sat on the mantel in the living room and ticked the time away. I was glad I didn't sleep in this room so I wouldn't have to hear it. In those days, I didn't like the ticking of a clock.

I had my way of dividing time. I didn't use a watch or a clock. My days were divided into early morning when the sun came up and the daytime, which was not long enough. Then there was nighttime, which I liked, too, yet I always hated to see come because I had to quit play or work and go to bed.

There were the four seasons, and I was glad to see one come and then I was glad to see it pass and another season come. I didn't remember the day of the week or the hour it was. Those things didn't matter.

When I played on the slopes of the hills and down in the valleys by the little stream, and when I waded in the stream and pinhooked minnows and killed watersnakes with sticks, the falling of water over the rocks seemed to be the soft rhythmical beating of time. This was the noise that time made.

When I hunted at night and got under rock cliffs to get out of a rainstorm, I lay on dry leaves and heard the rain dripping from the rocks to the ground. This was another noise that time made.

And when the winds blew, fast or slow, it was the passing of time. When the dark, ugly storm clouds raced across the sky or when the white thunderheads floated out, lazy-like across the blue, it was the passing of time.

The falling rain, blowing winds, and four seasons were wonderful ways to measure time. I didn't need a watch in those days, and I never was a clock-watcher, for I didn't need to be.

Then came a life of education, teaching, traveling, lecturing. For many years I was on the kind of schedule where seconds counted. I had to depart by train, plane, or bus at a certain time. There was that eternal tension of clock-watching familiar to so many Americans.

In our civilization, minutes are big things. Hours are actually precious. People need a watch that keeps perfect time to keep up with the seconds and the minutes of this eternal flow of time. They are almost compelled to do this, even though the hurry-scurry schedule is bound to make them jittery.

I say "almost compelled," because the right schedules I knew for so long are fast becoming memories and dreams. One day my heart issued an ultimatum in a high-handed sort of way. And so the old hurry-scurry is becoming as obsolete to me as my mother's clock that sat on the mantel.

I am back on nature's schedule and I like it. I hear time dripping from the rain-washed leaves; I hear it flowing as it leaps and swirls down the rock-channeled streams.

The winds are not very accurate for time-measuring purposes, but I like to hear them blow. Let them be inaccurate. Blowing winds are like human lives. They come, sweep over the land, leave no permanent tracks, and are gone forever.

—From "Back on Schedule" by **Jesse Stuart,** *teacher, author, and lecturer. (Originally published in 1956)*

VALUES *(Continued)*

Education for Honesty?

By **JAMES D. PENDLETON**
Associate Professor of English, Virginia Commonwealth University, Richmond; Instructor in English, University of North Carolina, when this article was originally published in 1957.

When I saw a student copying from a classmate's paper during a test in one of my classes in a large metropolitan college, I warned that giving or receiving aid was cheating. The warning had no effect on the offending student. After class, he admitted cheating four times during the quiz, and I told him I would put his case in the dean's hands.

The dean asked if I wanted the boy expelled. "Isn't that the usual procedure for persistent cheaters?" I asked.

"Regulations permit expulsion," he said, "but nobody else invokes the rule. Such cases come up all the time. Why not just fail the boy on the test?"

"He would have failed anyway."

"Look," he said, "you've caught the boy and embarrassed him. Maybe he's learned his lesson. We've always had cheats and we always will. Why get excited now? Think it over!"

Back in my office, I *did* think. I didn't want to expel anybody, but the problem wouldn't let me rest. To gather views of other faculty members, I talked first to a department head, who said that in such cases he just talked to the students and sent them back to finish the test.

Then he added, "Really, though, most of our students come from the lower brackets of society. We can't expect them to have the same ideas of honesty and morality that you would get in a different type school. It isn't *fair* for us to expect it of them."

While we talked, another instructor joined us, and I asked him if it were not part of our job to help cultivate ethical and moral attitudes.

"Our job," he said, "is to give students technical education. As I see it, if we start trying to teach morals and ethics, it will interfere with our basic purpose. Why should we care how they get the material just so long as they get it?"

So it went from one instructor to the next, each advocating indifference or perhaps a nominal reprimand. But the most memorable comment was made by a woman who expressed a sentiment that I have also heard on other campuses: "Why should we teach students to be honest? As soon as they get out into the world, they will find that business people generally are out to get all they can in any way they can. If we teach students to be honest, we're giving them a false orientation."

In essence, the views of my colleagues summed up to this: Dishonesty predominates. In teaching, we must ignore it or at least allow the students to deal with it in their own way. Honesty is unrealistic.

The student involved in this case was not expelled, but he was put out of the course. He came to me crying at the prospect of failure and asking forgiveness. I told him that the offense was not against me but against himself and that the only way he could redeem himself was by learning his lesson and showing integrity in his future conduct.

His mother called. "It's a terrible thing to do to a boy," she said. "He's only 19."

But the next semester the boy stopped me in the hall one day. "You were right," he said. "The lesson hurt, but it taught me a lot."

Since this episode occurred, I have discussed the cheating problem with colleagues in a number of well-known public and private institutions and have found the same attitude of indifference.

To me, this attitude is disturbing, and I wonder at what stage in our democratic development of mass education we began to produce teachers who throw up their hands at the onrushing students and say, "*We* can do nothing to improve their standards of conduct."

When interviewed shortly before he died, Thomas Mann said, in effect, that the world was undergoing a moral and ethical retrogression that could nullify any progress achieved by the technological development of recent years. Let us hope that in the long run, Thomas Mann will prove to have been mistaken.

The experience related here suggests, however, that the teaching profession must take action now to reevaluate its own ethical outlook. The future of the civilized world may depend in large part on the effectiveness with which we teach moral and spiritual values. In this area, there is no substitute for teaching by example. □

NEA Order Dept., The Academic Building
Saw Mill Road, West Haven, CT 06516
Please send _____ reprints of this 32-page color section at 75¢ each (1350-6-OE). Remittance is enclosed.
Name_____
Address_____
_____

Thinking of teaching metrics but don't know where to start?

Metric SI has what you need to teach basic metrics—from materials to programs.

Now you can get a basic elementary school program for metric instruction for your classroom. Unlike many other programs that teach difficult conversion from our customary system, the teacher manuals prepared by Metric/SI help you instruct children to "think" and "speak" metrics —to be BI-Lingual (we call it BI-SI™). With these guides teaching the metric system is easy.

Teacher Manuals for Metric Measures

Four individual manuals outline complete programs for teaching children to measure distance, mass, volume and temperature using metric units—for all elementary grade levels. Included are practical learning activities, games, ideas for student development of inexpensive classroom aids and lots more.

The BI-SI Metric Instructor

This valuable teacher-letter, specifically written for the elementary school instructor, gives you a fresh source of ideas for building student interest and understanding in metrics. Each issue contains new ideas for student participation in developing awareness, familiarity and a comfort level with metric measures. (Issues: Sept./Oct., Nov., Dec./Jan., Feb. Mar., Apr., May/June).

Metric Buyer's Guide —School Edition

Designed by educators for educators. The largest single source of metric in-service and instructional materials. Selecting the right educational aids for your school or classroom is easy with detailed product descriptions and application guidelines. Sectionalized for easy reference: tapes, metresticks, hand rulers, balances, scales, visual aids—hundreds of items. A basic buying reference for anyone teaching metrics.

Take the first step toward implementing a basic metric instructional program in your classroom. Send for these Metric SI/USA teaching tools today.

METRIC SI/USA™

The measurable difference in metric materials.

ORDER FORM

- ☐ **Teacher Manuals for Metric Measures—Four volume set. (Distance, Volume, Mass and Temperature). (Reg. price $13.50). *Pre-publication price $10.50.**
  Individual volumes (Reg. price $3.75). *Pre-publication price $3.00 each.
  ☐ Distance ☐ Volume ☐ Mass ☐ Temperature
- ☐ **The BI-SI Metric Instructor—one year subscription $3.85.**
  ☐ Introductory copy—$.25 to cover postage and handling.
- ☐ **Metric Buyer's Guide—School Edition—Free with Teacher Manual(s) or BI-SI Metric Instructor (if guide is ordered separately, please enclose $.50 for postage and handling).**
  ☐ Sample Metric Buyer's Guide section—Metric Tape Measures—*Free.*

Payment enclosed $_____
(Please enclose check or money order plus $.50 for postage and handling. Iowa residents add 3% sales tax.)
*Pre-publication offer good through March 31, 1975.

Name_____

Position_____

School_____

School Address_____

City_____ State_____ Zip_____

Mail to: Metric Supply International
1906 Main Street, Cedar Falls, Iowa 50613

TE-375

CIRCLE QUICK-ACTION CARD NO. 17

AN INTERVIEW WITH JAMES S. COLEMAN ON

The Problems of Youth

By **HAROLD G. SHANE**
University Professor of Education, Indiana University, Bloomington.

In the following interview, James S. Coleman, well-known to educators for the 1966 report, *Equality of Educational Opportunity* (familiarly known as the *Coleman Report*), discusses youth and their problems. More recently, Dr. Coleman, who is professor of sociology at the University of Chicago, has served as the Chairman of the Panel on Youth for the President's Science Advisory Committee. The influential report of this Committee, *Youth: Transition to Adulthood,* was published by the University of Chicago Press in 1974. It already has had an important impact upon the thinking of persons at the secondary level and in higher education.

Q. Dr. Coleman, the 1938 publication of the American Council on Education, *Youth Tell Their Story,* which was prepared by Howard M. Bell, listed the following 10 needs or problems, identified by a study of 13,500 Maryland youth, aged 16 through 24: (1) the need to equalize educational opportunities, (2) the problem of finding employment, (3) the need for greater economic security, (4) more relevant guidance, (5) better job training, (6) changes in secondary education so that schooling would better fit the needs of youth, (7) the matter of appropriate uses of leisure time, (8) better personal and social hygiene, (9) youth's indifference to civic responsibilities, and (10) the need for more community planning for youth.

After the 37 years that have intervened, do you believe that many of these problems continue to beset our 14- to 24-year-olds?

A. Yes, it seems striking to me that there are so many similarities between the kinds of problems that youth experienced in the 1930's and the difficulties they are experiencing now.

However, the problem of equalizing educational opportunities exists now in a way that wasn't yet conceived of in the 1930's. This is because discussions of equalization of opportunities at that time ignored young Blacks. Many of them were still hidden on farms in the South. They are no longer hidden, and the problem of equalizing educational opportunities between Blacks and Whites compounds the problem of equalizing educational opportunities between socioeconomic groups. Another item among the 10 that continues to confront young people regardless of whether they have low or high educational opportunity is this problem of the organization of secondary education mentioned in the 1938 study. It is still with us.

Bell's study made the implicit projection that before long virtually all students would be in school until age 18. Consequently, there had to be some conception of how we would provide a common education for all youth through senior high school. What this education should be remains an unsolved problem.

Q. Why do you think these problems persist despite the attempted social reforms of the past 40 years?

A. I believe one of the reasons is that society has less need for young people than it ever had before. The lack of a productive, responsible role for youth—other than that of student—diminishes opportunity for young people. Also, in some ways, adults have collectively used the schools to conceal a kind of indifference on their part toward solving the serious kinds of problems of growing up that youth have—problems which are not solved by having schools merely concern themselves with reading, writing, and arithmetic.

Q. Would you say that the present apparent disintegration of the family unit—as opposed to the close family ties of the past—has been basically the result of a changed economic relationship? I refer to the present largely urban world in which parents no longer depend on children for help.

A. Yes. In the past, the family was an economically productive unit, and the child was an integral part of it. Not long ago, I bought a farm, which is not very productive but does have some cows on it. My 18-year-old son has become much more important to that farm than I am. As a consequence, he has a completely different conception of himself than if he hadn't had this kind of experience.

Q. Would you identify some of the most important fears, concerns, and problems of American youth today?

A. These differ considerably from one person to another depending on each individual's eco-

(Continued on page 76)

A gift from India.

Take a group of fifteen and come as our guest.

We're offering you a chance to enjoy a marvelously inexpensive vacation in India.

Just take a group of 15 and accompany them throughout the trip and you get all your air travel at no cost whatsoever; that includes your round-trip flight to India as well as your flights within India.

For those in the group the round-trip economy fare to Bombay or Delhi from New York is only $725 (fares subject to change).

Why not come visit? There's so much in India that will interest you. The 5000-year-old culture with its fascinating mixture of peoples and beliefs. And of ancient past and twentieth century. The incredible Hindu and Moslem architecture. The celebrated music and dance. And, of course, the magnificent topography, from the blue Himalayas to the palmy beaches in the South.

It's comforting to know in India your dollars go far. Also our people are kind and helpful and so many speak English (after all, it's an official language). Wherever you go in our land you're certain of a warm welcome. That's a gift from India that goes without saying.

India.
It's not just another country.
It's another world.

Government of India Tourist Office
Dept. 170A-2110
New York, 30 Rockefeller Plaza
Chicago, 201 N. Michigan Avenue
San Francisco, 685 Market Street
Also Canada

Please send me your brochure on India.

Name _____

Street _____

City _____ State _____ Zip _____

My Travel Agent is _____

CIRCLE QUICK-ACTION CARD NO. 52

(Continued from page 74)

nomic situation. A peculiar problem that began to appear in the 1960's, I think, is the problem of the young in affluent families. I refer to youth whose fathers, having solved the problem of economic security, have left their children with the question of "Exactly how should I make my mark?" Many middle-class young people in such circumstances experience a kind of alienation from society and demand a different pattern than that of previous generations who went to the university, got the best job they could, and worked for success in a material sense. Rejection of this standard pattern has manifested itself in alternative schools, in experimental schools, and in counterculture activities.

Q. What about the children of the poor or of the lower-middle-class families, groups which include a large portion of black youth?

A. Their problems, like those of most youth in the 1930's, involve economic matters: getting a good job or at least getting a better job than their parents had. Some of these problems probably are easier to solve than the dilemmas of affluence, because, unlike alienated youth, poor and lower-middle-class youth know where to go and how to go about succeeding, even if they often encounter difficulties.

Q. A few moments ago, you used the term *alienation*. In recent years, a great deal has been written about the alienation of youth, Dr. Coleman. What changes, if any, do you sense in the tendency of youth today to reject the world of the 1970's? Is there now a greater rejection by youth or an increasing acceptance of things-as-they-are than was the case in the 1960's?

A. There's more acceptance of our contemporary society now than four or five years ago; and the reason for that, I believe, has to do with diminished economic security. In the early 1960's, the opportunities in the world, like its resources, seemed limitless, and mundane problems of making a living appeared trivial. Young people could afford to concentrate their energies on the ills of the world.

However, as economic problems arose and began to worsen for young college graduates and for those enrolled in graduate education, their attention became much more riveted on their personal difficulties and uncertain economic future. In other words, the very limiting of their horizons tends to shift young people's attention away from social inequalities and world problems—which are especially frustrating, since they're not problems a young person (or any individual) can solve anyway—to their own problems, which they can take action to solve.

Q. Would you say that youth today are more mature and responsible than youth prior to the time our colleges erupted with protests, demonstrations, and demands for academic reforms?

A. I don't think youth are any more responsible now than in the past. One major deficiency in educational institutions as they currently exist is that they do little to inculcate responsibility. During the past several generations as the family and the neighborhood tried to transfer many of their functions to the educational system, the schools, unfortunately, either didn't or couldn't take them up.

Young people will become more responsible only when they are given more opportunities to exercise responsibility, and not before. As I just said, they now behave differently because they are more concerned with their own socioeconomic problems than with difficult-to-solve world problems or with the problems of other persons.

We can help youth to become more mature and more responsible, but to do so we have to change in one way or another the kind of educational institutions in which they spend their time.

Q. Let me explore the changing behavior of youth a bit more. In the perspective of the past decade, do you feel that our young people are becoming more conservative?

A. Yes, they are decidedly more conservative than they were in the 1960's, but it's hard to be precise about the reasons. I've already mentioned the shift to focusing on one's own problems rather than on world problems. Then another thing which has tended to generate more conservatism and that probably will continue to do so for some time is the fact that young people are no longer an increasing fraction of the population, nor will they continue to increase in absolute numbers. In the 1960's, the growth in numbers of youth was enormous because of the baby boom that began in 1946. But now the baby boom has ended, and the number of young people will first remain constant and then go down slightly over the next 10 or 15 years.

Q. I assume that this would help to explain the lessening of radical and very liberal trends on the U.S. campus in the last two or three years.

A. Yes, I think so.

Q. I've read in several publications that young people are reaching puberty at least one year earlier than they did in the 1930's. Dr. Coleman, does this trend suggest that there is a growing gap between the physical maturity and the socio-emotional maturity of youth?

A. Well, early puberty creates a gap between physical maturity and economic independence. Two trends are going in opposite directions. Seventy-five or 100 years ago, economic independence and physical maturity more or less coincided. The present gap is essentially the gap between childhood and adult life which we once called adolescence and which we now call youth.

(Continued on page 78)

Virginia. Home of the Brave.

The beginning, at Jamestown.

St. John's: echoes of "liberty or death."

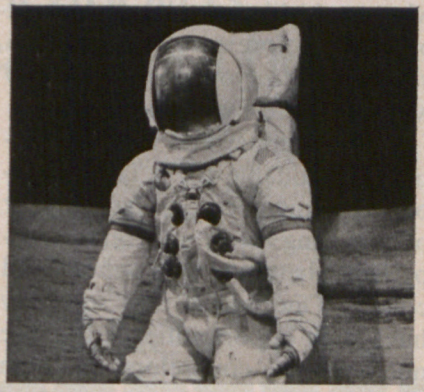
Yorktown, where a nation came of age.

The Founding Father's Mount Vernon.

From Jamestown,
where it all began more
than 350 years ago,
to Yorktown battlefields,
where America came of age,
to Appomattox,
where a House Divided
was reunited—
you'll see more
of the heroic American story
in one Virginia vacation
than you'll see
anywhere else on earth.
Because Virginia is home
for some of the
greatest names in America.
St. John's in Richmond,
where Patrick Henry stood
for liberty or death.
Presidential homes like
Mount Vernon and Monticello.
The museum of the pioneers
at Big Stone Gap.
And 20th century mementos,
from the MacArthur Memorial
and the Marshall Library to
memories of the moon at NASA's
Langley Research Center.
And best of all,
it's right here together,
in one great state, for more fun,
more vacation—
more America to the mile.
Because whatever you love,
it's here in Virginia.
Home of the brave.

Appomattox: reuniting a House Divided.

The MacArthur Memorial: world leadership.



Hampton—to the moon and tomorrow.

Virginia is for lovers.

For free 36-page color vacation guide and brochures on your special travel interests, visit, write or call Virginia State Travel Service:
Dept. 2041, 11 Rockefeller Plaza, New York 10020, phone (212) 245-3080;
Dept. 2041, 6 North Sixth St., Richmond 23219, phone (804) 770-4484;
Dept. 2041, 906 17th St., N.W., Washington 20006, phone (202) 293-5350.

Name

Address

City

State Zip

CIRCLE QUICK-ACTION CARD NO. 14

(Continued from page 76)

Q. In her 1973 publication, *Dialogues with Youth,* my wife, Catherine, reported that a number of secondary students whom she interviewed felt that counseling and guidance services often were inept, lacking in relevance, and out of phase with the actual interests and motivations of teenagers. Do your experiences suggest that our schools, with the best of intentions, sometimes may be counseling students for the world of 1955 or '65 rather than for the world of 1985?

A. My own experience and impressions are that high school counseling and guidance services are almost solely directed toward two activities: psychological counseling for a small fraction of students and guidance for the college-bound. Neither of these is appropriate for a large number of young people.

Unfortunately, many counselors have never had extensive experience outside the walls of the educational institutions of our society and therefore don't know how to provide guidance about the world of work. They can't be very helpful, for example, to young people who would like to take a year out of school before enrolling in a university or to young people who want no more formal education.

I would argue that it can be extremely valuable for a large number of young people to have a year of maturing work and service experience between high school and college. One reason they so rarely have such opportunities is because not enough counselors in high school are prepared to guide them in this area.

Q. Your comment prompts me to ask another question. What do you consider to be some alternatives to traditional content in secondary and in postsecondary education that might better serve youth?

A. To answer that question, one has to look closely at the role of schools in society. Traditionally, the school as an institution has been designed to provide the kinds of things which are not provided in naturally existing social institutions or structures, such as the home or the neighborhood. The school, as we know it today, came into being in response to the need to teach skills and competencies that many homes could not provide.

Q. Have changing times created a need for different competencies?

A. Yes. For example, since many homes or neighborhoods no longer provide the kinds of situations that develop responsibility, schools ought to give youth the chance to exercise real responsibility. As adults, they will need to have a well-developed capacity to act responsibly when other persons are dependent upon them. They will also need to be able to work cooperatively and interdependently with others. Schools, however, are generally not designed in any way for systematic development of responsibility or for interdependent work, except perhaps for certain extracurricular activities.

Consequently, we must reexamine the whole question of what the function of an educational institution in modern society should be. At the start, we need to ask ourselves, "What is it that other institutions in modern society leave undone?" Finding answers to these questions will eventually help us to decide what alternative kinds of content are needed in high school and college.

Q. Now let me ask, in what ways might the organizational structure of secondary schools, colleges, and universities be modified so as better to meet the needs of youth?

A. I'm glad you phrased the question the way you did. We must learn to look at the *whole* period of education from secondary school through college and raise the question, "What organizational structure would be most useful for young people?"

The organizational structure that currently exists is not the best for a large number of young people—particularly not for middle-class young people. I refer to the organizational structure in which young people devote full time to education through the end of college and, in some cases, up through graduate education.

Q. What do you find undesirable about that?

A. I think young people often get "school weary" and drop out because they have been cast in one role, the student role, for too long a time. They are forever being trained to act but never given the opportunity to act.

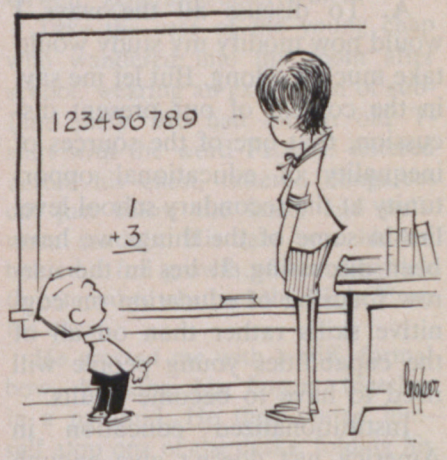
I believe that it would be a wise course for us to provide institutionalized remedies for this problem. There have been some movements in the direction of organizational change already, in the sense that some high schools allow seniors to spend part or all of their senior year at a regular job. Seniors, regardless of whether they're going to go on to the university or not, thus have some experience in various kinds of action- or service-learning settings.

An organizational change that I mentioned earlier would be extremely wise. This is to have a year of leave from education between high school and college or between the eleventh grade and twelfth grade or between the first and second year in college. The exact time isn't as important as the idea of interrupting the sequence of education with some other kind of activity—interrupting it in such a way that a person has experience in a role other than that of student.

Q. A number of social commentators, such as Alvin Toffler, have urged that our children and youth engage in socially useful work, which is often called "action" or "service" learning. Will

(Continued on page 80)

"Of course you get better grades than I do. . . . You STUDY!"



"If it's all the same to you, I'd rather not get involved in the numbers game."

"I wonder how Jerome Bruner would handle this one?"

Petersburg.
HISTORICALLY SPEAKING

If you're going to be visiting Virginia, don't overlook Petersburg.

Cities throughout Virginia are steeped in history and tradition.

One city you have to be an insider to know about. Petersburg.

Petersburg was the site of some of the most grueling battles in the Civil War. The siege of Petersburg took ten months. You can still see the battle sites today at our National Battlefield Park. You'll also see the site of the famous Battle of the Crater.

See famous Blandford Church. With fifteen magnificent stained-glass windows created by Louis Comfort Tiffany.

Discover the hidden beauty of Petersburg. It could shed new light on old Virginia.

For free information folder, write: Dept.737, Chamber of Commerce, Petersburg. Va. 23803.

CIRCLE QUICK-ACTION CARD NO. 3

At Virginia Beach, a real vacation is holding the sea in your hands

through days filled with sunshine and nights filled with fun. Swimming and surfing along 28 miles of white sandy beach. Golf and tennis. Sport fishing. Great family entertainment and night life for two. All less than an hour from Colonial Williamsburg, all as close—and economical—as Virginia Beach: a real vacation!

For a free 1975 Accommodations Directory, write the Virginia Beach Chamber of Commerce, Dept. TE, Virginia Beach, Virginia 23458 and tell them whether you're interested in a ☐ hotel/motel ☐ cottage ☐ efficiency apartment or ☐ campground for the month of _____.

Name _____
Address _____
City _____
State _____
Zip _____

Virginia Beach, Va.
A real vacation.

CIRCLE QUICK-ACTION CARD NO. 13

(Continued from page 78)

you give your interpretation of *service learning*, Dr. Coleman, as you used it a moment ago and indicate the extent to which you believe it might provide alternatives to traditional secondary education?

A. *Action* or *service learning* as these terms are now used is very similar to some of the recommendations that our panel made with regard to the reorganization of secondary and postsecondary education. Our recommendations included both the possibility of some kind of responsible productive work throughout the period of high school and the period of college, and the possibility of a full-time period of responsible work during an intervening year between high school and college.

We know that projects like the Peace Corps, the Civilian Conservation Corps of the 1930's, and the current Youth Conservation Corps were and are successful. We need both more viable federal programs and more federally sponsored opportunities of this kind. At present only about 20,000 young persons can take part each year in service or action learning programs, such as VISTA and the Peace Corps. This compares with an annual population of 18-year-olds that numbers about 4 million.

Q. This leads directly to another related question. For the past several years, a number of educators have been questioning the merit of uniform compulsory school attendance beyond age 15. Some even feel that schooling might, in rare instances, be interrupted at age 13 or 14. If steps are taken to avoid exploitation of the young and a revival of child labor, what is your position with regard to an earlier school-leaving age than is now customary?

A. I think compulsory education in general is a bad thing. In fact, I believe that *anything* compulsory is bad. However, if a policy change were made to do away with compulsory education or to lower the school-leaving age to 14 or 15, it would weaken equality of educational opportunity.

Q. I'm sure the readers of *Today's Education* would like you to explain in more detail why this might be so.

A. Let me be explicit. It would have no effect on the middle-class young people who are now feeling the strains of too much school. But changing present school attendance laws would have a primary effect on lower-class young people, who already tend to drop out of high school.

I think it would be valuable to have more flexible attendance policies, but those flexible policies cannot be laissez-faire policies which merely change the age of compulsory attendance. If there is a change in which there is some alternation of school and work, then other necessary changes would need to be made to insure equality of educational opportunity. By *equality of educational opportunity* in this case, I mean that we need specific procedures for encouraging youth to return to school after they have left. This would require not only improved guidance services but institutionalized structures and program changes to facilitate leaving and returning.

Q. There have been a number of youth studies made between your present one and Howard Bell's 1938 report. Are there studies which have explored the attitudes of adults toward youth rather than youth's attitudes toward military service, the economy, and other things in their world? And have there been any inquiries into teachers' attitudes toward children and youth?

A. I can't cite any such studies offhand. I think, incidentally, that studies of this sort might be extremely valuable. An essential part of the current problem is simply that adults have mutually agreed to relegate young people to schools. By doing this, adults assume that they then are free to turn their attention to other things.

We must very seriously question whether the adult community can afford to be as inattentive to and as uninterested in young people as it has been.

Q. Before we terminate our discussion, Dr. Coleman, I'd like to look toward the future by looking backward a bit. How would you amend or modify for the 1970's or for the early 1980's your widely discussed report treating equality of educational opportunity, a report you prepared in the 1960's? Have there been developments or changes of an encouraging or discouraging nature with regard to education equity?

A. To discuss all the ways I would now modify my study would take much too long. But let me say, in the context of our present discussion, that one of the sources of inequality of educational opportunity at the secondary school level lies in some of the things we have been discussing. It lies in the narrow focusing of education on cognitive skills rather than on all of the capabilities young people will need to have to become adults.

Institutionalized education in America just doesn't give enough attention to those dimensions of learning in which our youth can find the most satisfaction, motivation, and "real world" success. I don't mean that schools should not address themselves to academic matters. Rather, I am saying that because of the very nature of our schools' narrow cognitive focus, disadvantaged young persons are made even more disadvantaged. The kind of modification that I would like to see in secondary and postsecondary education is one that would not reduce or replace academic learning, but would augment it with experiences and activities that use a wider range of abilities and aim toward a broader sense of maturity. □

Alumni Light Touch Sunday Education

LIGHT TOUCH

Kicking the Conversion

By **STEVE BRODY**
English Teacher, Eastchester (New York) Senior High School.

Although I welcome visits from alumni, it is often frustrating trying to establish an identification. Young people, once removed from their adolescent high school environment, tend to mature quickly and undergo a marked physical transformation. On such occasions, my memory, impeccable from Beowulf to Orwell, generally deserts me.

Take the case of the young chap who wandered into my room after school, wearing an expression of sublime piety. He had on an old T-shirt with the word PEACE lettered across his chest, tattered dungarees cut just below the knee, and well-worn sandals. His face was hidden behind a full growth of beard, which threatened to obstruct the PEACE on his chest.

He greeted me with a stiff, formal bow, bringing his fingers together in a pyramid. He then seated himself atop one of the desks, folding his legs under him in yoga fashion. Stroking his beard carefully, he stared at me a long time.

I stared back in a desperate effort to jog my memory. Who could he be? I'd probably recognize him if only I could get through to the face. I opened the conversation with an exploratory gambit.

"You've certainly changed since you graduated," I began.

"Ah, yes? How so?"

"The beard, for one thing. You didn't have a beard in those days. At least I never noticed it."

He nodded slowly. "You are correct. I was barefaced then. But that was terribly long ago. Six months, I believe."

"You grew that beard in six months?" I gasped.

"Certainly. It is possible to perform miracles when one is dedicated to the cause of universal love and peace." He hesitated. "Do you know who I am?"

"I haven't the foggiest," I confessed.

"Prepare yourself. I am Kenneth Kail."

Kenny Kail! Never! No way! This couldn't possibly be the Kenny Kail of recent notoriety. Kenny Kail, the chronic disrupter of classes. The conscientious objector to all things academic. The heaver of books through open windows. The carver of names on desks. The boycotter of homework. The instigator of quarrels and rough-and-tumble fights. The igniter of firecrackers in empty lockers.

"Kenny Kail!" I exclaimed. "It isn't possible."

"The very same," he assured me. "However, I have experienced a metamorphosis. I have discovered Vedanta, the one and true faith. I am at peace at last with myself and the world. I am about to achieve Nirvana."

"Amazing," I said, shaking my head in wonder.

"I have come to ask you to join me," he continued. "Together we will travel as brothers to the banks of the sacred Ganges to study with the wise holy men the text of the Mahabharata. Together we will worship the trees and rivers and spirits until body and soul unite in one great truth."

"When do we do all this?" I asked.

"At once," he replied.

"Impossible," I said. "I have papers to correct."

He shot me a look of contempt. "Baloney!"

"I beg your pardon?"

His expression turned sublime again. "Forgive me. I lost myself for one brief moment. You see, my guru has sent me forth to spread the gospel of the Vedic deities and possibly to obtain a convert. Since you have revealed to me the true sentence, I wish to reveal to you the true faith. For it is written in the Mahabharata that one truth shall be exchanged for another."

"I'm afraid I'll have to take a rain check," I pleaded. "I have a mortgage payment coming due next week."

He turned nasty again. "Mortgage, my eye. You mean your prefer this crass world of materialism to the promise of Nirvana?"

"Sorry," I said. "Nothing personal, you understand."

"Of course," he said, with a touch of sarcasm. "One must learn to cope with adversity." He bowed low. "I shall try again next week. Perhaps you will see the light."

Kenny never did make good his promise to return. I didn't see him until two years later, when I ran into him at a swank Manhattan restaurant. He was clean-shaven, wore a Brooks Brothers suit, white shirt, and a silk tie. He introduced me to his bride of six months, Gloria, a pretty young thing who seemed to glow in his presence.

"The Ganges, Kenny," I said. "What happened?"

"I got sidetracked," he said, nodding toward Gloria.

It developed that Kenny had met Gloria while trying to persuade her to take up Vedanta. The daughter of a wealthy corporation executive, Gloria countered by introducing Kenny to the bourgeois way of life.

He obtained a position in her father's toiletries firm and began sampling the niceties. Eventually, of course, he married the boss's daughter.

"The Ganges can wait," he continued. "The business is active, and I can't afford to leave right now." He grabbed my wrist and a messianic look gleamed in his eyes. "By the way, our research department has just come up with a new shaving lotion. Can I interest you in getting some? It has a manly aroma and softens whiskers better than other products. . . ." □

School Vandalism

By MYRON BRENTON
Free-Lance Writer.

In Philadelphia, vandals break into an elementary school, killing gerbils, hamsters, goldfish, and birds—more than 25 pets in all.

A burglar breaks into an Alexandria, Virginia, high school and starts a diversionary fire, which explodes a large supply of duplicating fluid, resulting in more than $100,000 worth of damage.

Four San Pedro, California, boys sneak into a school at night and turn on a fire hose, flooding several classrooms; dump all the books in the school library on the floor; and also smash a number of musical instruments.

Some experts estimate the yearly cost of vandalism, arson, and theft in the nation's public schools at a staggering $500 million. In many districts, the vandalism problem grows more serious year by year. (Under newly enacted safe schools study legislation, the National Institute of Education and the National Center for Education Statistics have been mandated to provide comprehensive statistics on all school crime by the end of 1976.)

Small school districts as well as large ones are hit hard by acts of vandals. The 17 schools in northern New Jersey's Madison Township, for instance, incurred $30,300 in vandalism losses over a three-month period alone last year. A study shows that vandalism costs averaged out to $2.79 for every child enrolled in the Los Angeles City Schools during the 1972-73 school year. Even when losses decrease, the cost can be awesome: The cost of vandalism in New York City Schools amounted to $4.8 million in 1972 and $3.8 million in 1973.

What's more, as Joseph I. Grealy, president of the National Association of School Security Directors, points out, costs "cannot be measured in dollars and cents alone. The loss of the use of the facilities and equipment [in a school] is not only depressing but places a great strain on the teachers who must function without them." Inevitably, vandalized schools suffer a loss in morale.

The "typical" school vandal does not exist. Many vandals happen to be students (though not necessarily enrolled in the schools they vandalize), some are dropouts, a relatively few are graduates or outsiders. Vandalism is as prevalent in affluent suburban schools as in inner-city ones.

Window breakage is commonest in elementary schools. Spreading paint around a room, carving initials in desks, marking up walls with graffiti—such incidents occur primarily in elementary and junior high schools.

Rougher "inside" vandalism, ripping acoustical tile from classroom ceilings, for instance, or damaging the lavatories, goes on for the most part in junior and senior high schools. L. W. Burton, security adviser for the Alexandria, Virginia, public school system, says that he finds major incidents of high school vandalism occur during periods when the schools are not in session.

Vandalism in secondary schools, where the most expensive equipment is usually found, often turns out to be theft-related: The burglars damage the building in order to get in and—not infrequently—also randomly vandalize once they are in. "They steal one typewriter and do $3,000 worth of damage while they're there," comments Peter Blauvelt, the school security chief for Prince Georges County in Maryland.

Ominously, school arson is getting to be a serious problem; losses from fire (including accidental fires) in educational institutions amount to $100 million a year. Not long ago, a potentially nasty arson case was thwarted at a Madison Township school. A group of students had collected a load of wood one weekend and piled it in some woods near a high school, intending to burn down the building. Another student alerted the principal. School maintenance men quietly removed the wood, and that was that.

The big question is Why this mindless destruction of school property? Numerous psychological and sociological explanations are offered, each of which may be valid in particular cases.

Sometimes, youthful—if mindless—exuberance prompts a relatively minor destructive act: A boy (most vandals seem to be boys) can't resist marking up his desk with a penknife or scrawling "poetry" on a lavatory wall. When one of a group of youngsters picks up a rock and throws it through a school window, the youth is usually just showing off. According to Blauvelt, students who feel they never get any real recognition in school often turn to some kind of disruptive act to get attention.

Hostility and revenge obviously account for many especially destructive, large-scale acts of vandalism. Rage at the world in general or at a school in particular may prompt the act. For instance, Tom, a school dropout, feels a keen sense of failure and blames his teachers; he breaks into the school one night and tears the place apart.

Often fear or anxiety are mo-

tivations for vandalism. "We do notice an increase in vandalism about the time report cards come out," says Larry Burgan, chief of security for the Baltimore City Public Schools. One Baltimore high school student, the recipient of bad grades, sneaked into his classroom after school and smeared paint all over.

Now that alcohol is "in" again among a growing number of high school students, schools—especially suburban ones—are facing a new problem. Students congregate on school property during weekend evenings, drink beer and wine, litter, and do much damage.

On a broader level, schools where morale is low and conflict rampant are implicated as high-vandalism-risk schools. Some observers also point to American society's growing acceptance of violence as a factor in the increasing incidence of school vandalism. "Violence is glorified in the mass media; families are fragmented and don't exercise the authority they used to," says Patrick A. Torre, superintendent of the Madison Township Schools. And Baltimore's Larry Burgan voices another widely held belief: "We're not transmitting to our young people the respect for the rights and property of others that we did in years past."

Relatively few vandals are ever caught. Fewer still are prosecuted (especially if they are minors, as so many are), and juvenile courts tend to be lenient with those who are prosecuted.

Logically, parents might be expected to pay for the damage their children cause. But, while most states have parent liability laws, restitution in most localities has been minimal. Often parents are not pressed enough to pay; many times they cannot afford to.

While prosecution and restitution do not seem to be promising approaches, some school systems around the country are fighting vandalism in a variety of ways, some with considerable success. In a growing number of instances, too, individual teachers and students have become concerned and very effective antivandalism campaigners.

Here are some of the useful approaches school communities are (or could be) taking:

Using security measures. Many schools are becoming extremely careful in safeguarding keys, locking up flammable liquids, hiding paints. There is a widespread move to replace broken windows with break-resistant ones (which are more expensive at the outset but pay for themselves in the long run). The New York City school system attributes its drop in vandalism losses partly to the use of glass substitutes and partly to an increase in the number of burglar alarms installed.

Schools are using floodlights, closed-circuit television cameras, and highly sophisticated versions of burglar alarm systems to combat after-hours vandalism. Electronic security—though expensive to install—is becoming especially popular. Some districts, for instance, Jefferson County, Kentucky, have been able to cut costs by modifying existing intercom systems in their schools to do after-school security work. School security forces everywhere are being beefed up—though much more to protect teachers and students from violent attacks during school hours than to protect property.

After-school private patrols have proved popular in some areas. Most school systems cannot afford the cost, but some have done quite well in reducing vandalism by the use of ingenious substitutes.

School "sitters" are a prime example. Sitters are usually private families who live rent-free in mobile homes on school grounds. Their very presence is a deterrent to vandals and, of course, they immediately report to police or school security officers any suspicious activities around the schools. Elk Grove Unified School District, near Sacramento, California, started its "Vandal Watch" home trailer program in 1967 and now has it operating in all of its 17 schools. Assistant Superintendent O. Mearl Custer says the program has resulted in an "87 percent drop in vandalism, and we're saving over $30,000 a year now."

Not every school system can have trailers on its grounds, but it can use other approaches that accomplish the same thing. Several have arranged for at least some of their head custodians to live inside the schools they service. And in Broward County, Florida, local police are in and out of schools all night long, because the school board has given them permission to use the schools as "headquarters" to write up routine reports.

Enlisting school personnel. A principal truly concerned with curtailing vandalism can do much to develop imaginative antivandalism programs and to infect staff and students with enthusiasm for these ventures. But even when such administrative commitment is lacking, teachers can do a lot on their own. Many discuss the vandalism problem with their students, conveying the idea that school property is the students' own and that when something is damaged or broken, students suffer, too. (A clear example is that of students who must sit in a draft because a nearby window was broken by vandals.)

Some teachers assign vandalism as an essay theme or have boys and girls make antivandalism posters. One committed grade school teacher in Prince Georges County devised a whole social studies unit on vandalism, a unit that ultimately involved the whole school.

Teachers and administrators can invite school security officers into classrooms or to assemblies to give talks on vandalism. (So can PTA and community groups.) When done on a regular basis, says Edgar B. Dews, Jr., head of security for the District of Columbia Schools, the approach is helpful in curtailing vandalism.

Teachers and administrators can also review existing situations that may invite malicious damage. In Madison Township, New Jersey, for example, high school students would congregate in the bathrooms to smoke and while there cause considerable damage. Finally, the schools instituted legitimate smoking areas outside; now washroom vandalism losses are minimal.

Getting students involved. Students are at the heart of many—if not most—successful antivandalism campaigns. Underscoring the importance that pride in school has in keeping malicious mischief losses down, Dews points to the District's Woodson Senior High School. Three years old, the school has not been vandalized and is remarkably free of graffiti. The secret, Dews says, "is a principal who is strong but respected, an innovative program both teachers and students are enthusiastic about, and students who have developed an esprit de corps."

A unique and successful Student Security Advisory Council operates in Prince Georges County, Maryland. In their free periods, teams of students patrol parking lots, corridors, and unused classrooms. The idea: to stem thefts from student cars and to curb school day vandalism. The program now involves several hundred students in 12 junior and senior high schools.

At the start of every school year, the South San Francisco Unified School System gives each of its schools a special budget allocation of $1 per student. Student committees (in conjunction with principals and faculty advisers) at each school decide on school improvement projects to finance with this money. The funds are actually disbursed the following year—minus deductions for vandalism costs at each school. According to Stan Haney, director of buildings, grounds, and engineering, there has been a "major reduction" in vandalism losses in the program's three years of operation—a reduction of around 40 percent. There is a strong incentive now for students to keep other students from vandalizing.

Involving parents and neighbors, too. The more members of the community involved in antivandalism programs, the more successful such programs are apt to be. For instance, a few school boards—notably the District of Columbia's and Dade County's (in Florida)—make an effort to reach residents whose homes are located close to public schools.

They distribute cards to such neighbors, asking them to report, anonymously, if they wish, any unusual or suspicious activity around those schools. Special phone numbers are provided. Quite a few residents respond.

PTA's can do a lot to help stem vandalism. The E. C. Meservey School PTA in Kansas City, Missouri, has launched Operation PRIDE to help make the school community become aware of and check its vandalism problem. A Detroit PTA offers an award to anyone who helps catch a thief or vandal. Several PTA's in Chicago have organized parent-observer programs to check on suspicious doings around schools, both during and after school hours.

Vandalism was becoming so costly to the Community Consolidated School District 54 in Schaumburg, Illinois, that one school board member spurred the creation of parent patrols—volunteer parents who either regularly patrol their schools or simply drive around closed schools whenever they have the chance.

In one village in the township, some male residents, Civil Defense members all, have organized their own school patrol, primarily on weekends. They report suspicious or unlawful activities immediately to police via the walkie-talkies they carry. Associate Superintendent Milton Derr says the parent patrols were very effective until the board member who gave impetus to the program left the school board; now parent interest is tapering off. But Derr feels the program is effective and can be adopted by other communities.

Of course, not every program will work in every school district. But as serious as the school vandalism problem is, approaches such as these show that there are effective ways of fighting it. Whatever the effort, it is worthwhile. □

For Further Reading

"Curbing Vandalism Costs." *Nation's Schools* 89:46-49; June 1972.

Education U.S.A. Special Report, *Vandalism and Violence.* National School Public Relations Association, 1971.

Haney, Stan. "School District Reduces Vandalism 65%." *American School and University* 46:29; December 1973.

"How To (Just About) Vandal-Proof Every School In Your District." *The American School Board Journal* 159:27-28; January 1972.

James, Hugh. "How Secure Is Your Classroom?" *Teacher* 91:42-43; February 1974.

"Live-in Sitters Are Saving This District Thousands of Dollars." *The American School Board Journal* 161:36-39; July 1974.

McGrady, Seamus. "How Safe Are You in School?" *Scholastic Teacher,* junior/senior high teacher's ed., September 1974. pp 14-17.

The Problem of School Security. Institute for Development of Educational Activities, Inc., 1974.

"Vandalism." *Nation's Schools* 92: 31-36; December 1973.

English Teaching—Yesterday, Today, and Tomorrow

By **BERNARR FOLTA**
English Coordinator, West Lafayette (Indiana) Community Schools.

This is the last in a series of articles on various subject matter areas, focusing on development of the subject area, changes over the years, and possible future trends. The first, "Social Studies—Yesterday, Today, and Tomorrow," appeared in the March-April 1974 issue of Today's Education.

One semester of grammar and writing, one semester of literature: That's how a year of English looked to me back in the early 50's when I attended high school in Hammond, Indiana. Students were assigned three years of English; fourth-year English was the only option.

I remember diagraming sentences; conjugating verbs; memorizing parts of speech; occasionally writing a theme or a short story; taking spelling tests on Friday; playing Vocabulary Bingo on Wednesday; memorizing lines from *Evangeline*; and reading authors such as Poe, Hawthorne, George Eliot, Scott, and Shakespeare. Sometimes the teacher would drive to the Gary Public Library to borrow a record so that we could listen to plays, such as Orson Welles's production of *Macbeth*. The big media event was our class trip to Chicago to see Laurence Olivier's film version of *Hamlet*.

Joan Salon, a graduate of St. Mary's (Notre Dame), was my English teacher for three of my high school years. I remember how much I enjoyed her enthusiasm, her knowledge of the subject, and her personal interest in me.

Today, I see many dedicated teachers like her, but I also see many changes in English teaching. Research and technology have given us the perceptual tools to discover that the universe of English is larger and far more diversified than most could observe in the 50's.

Today, the English curriculum involves the study of gestures, proximics (the study of space relationships between people who are communicating), intonation, dialect, semantics, etymology, and the history of language in addition to grammar, spelling, punctuation, vocabulary, sentence structure, capitalization, usage, and so on.

Language can be looked at in terms of the communication properties of film, TV, radio, theater, and other media. Language can be looked at as the elements of a voice that communicates objectivity, propaganda, or deceit. Language can also be looked at as the raw stuff that people deliberately play around with in a poem.

Today, the teaching of grammar is far more complicated than it was 25 years ago. Back then, the teacher had to be well-grounded in only one grammar. Today, the teacher must know traditional, structural, and transformational grammars and be able to establish a convincing rationale for the systems of grammar that are taught.

An examination of high school texts used during the 1960's would reveal that the teaching of grammar was moving through an important period of transition. There were traditional texts, which held to the six Latinate tenses for English, sentence diagrams, and notional definitions for parts of speech (e.g., a verb is a word that shows action). There were structural texts, which analyzed sentences in terms of phonemes, morphemes, pitch, juncture, and stress, and the "immediate constituents" of the subject part and the verb part. Structural grammar is bent on adding more precision to the description of grammatical categories of words in spoken sentences. There were transformational texts, which used tree diagrams to explain phrase structure rules. A complete theory of transformational grammar deals with the relationships of three sentence components: syntax, semantics, and phonology.

Some teachers did not want to use the new grammars with their new terminology and drastic shifts in grammatical classifications. Many found it disrupting to teach students that articles (*a, an, the*) should be called noun markers or determiners, that participles were *ing* words, that noun clauses were nominal clauses, that English had only two tenses instead of six, and that nouns could modify nouns.

Many teachers felt that a text heavily laden with terminology only obfuscated the explanation of a grammatical system. Others felt that any attempt to formally present a grammatical system to kids in grades seven through 12 was a waste of time. Educators such as James Moffett, for example, preferred a more direct application of

sentence analysis to purpose and audience in communicating ideas.

Within recent years, research by Kellogg W. Hunt, John C. Mellon, Frank O'Hare, and others has given teachers and publishers insights into ways that grammar can help students in demonstrating sentence-combining skills. Many language arts texts of the 1970's have borrowed from the best of all three grammars but lean toward a transformational model.

Today, some programs still offer one semester of grammar and writing and one semester of literature, but considerably more of them integrate the teaching of the various language arts. The emphasis on integrated programs stems from works such as Jerome Bruner's *The Process of Education* (1960) and from the vast amount of material developed through the U.S. Office of Education's Project English and other English centers.

Since the late 1960's, many schools have used the materials developed by the various English centers. Some of the materials had to be dropped or modified because they were too academic or because certain changes in approaches to literature and grammar had evolved. However, the materials did provide rich background information for teachers and models to build upon. The notion of combining the various language arts to reinforce learning is one that many educators still encourage.

Today, publishing companies provide great amounts of instructional and teacher reference material. As a result of the commercial potpourri, considerably more contemporary texts have been included in the curriculum than ever before. The paperback, especially, has found a place in school programs.

Some publishing companies are now developing a more conservative point of view as a result of the financial crunch on schools and the outcroppings of unrest about controversial literature selections. Either could influence the kinds of literature programs that will be offered to students in the near future. According to textbook salespeople, increased costs of paperback books, for example, have forced some secondary schools to abandon their paperback programs and return to hardback texts.

Today, media equipment and materials have become much more accessible than they were back in the 50's. Federal grants have provided schools with reading centers; learning labs; and, in some cases, TV and radio studios for learning communication skills.

Films, filmstrips, slides, cassettes, records, and TV tapes provide new perceptual tools for looking at and shaping content. Consequently, students today are experiencing many more approaches to learning than they were 20 years ago.

In some classes, for example, a group of students might be making picture-lift transparencies, preparing slides, or dry mounting pictures to accompany written compositions. In other classes, groups might be preparing a TV script for a documentary report. A common rationale for involving students with media composition: Before students can develop into critical readers, viewers, and listeners, they need to see themselves as producers of language.

The trend toward media composition and analysis in the classroom is relatively new. It's difficult to say with what consistency that trend is taking place. Some schools are well on their way in training students to become refined receptors of the media; others have hardly begun. As media technology becomes more advanced, the ability to read media events critically will become of greater importance than it is now.

In *Deciding the Future*, Edmund J. Farrell, associate executive secretary of the National Council of Teachers of English (NCTE), and a panel of experts have predicted that by the year 2000, multimedia and multisensory learning will receive greater emphasis than print media instruction. And there is good reason to believe so.

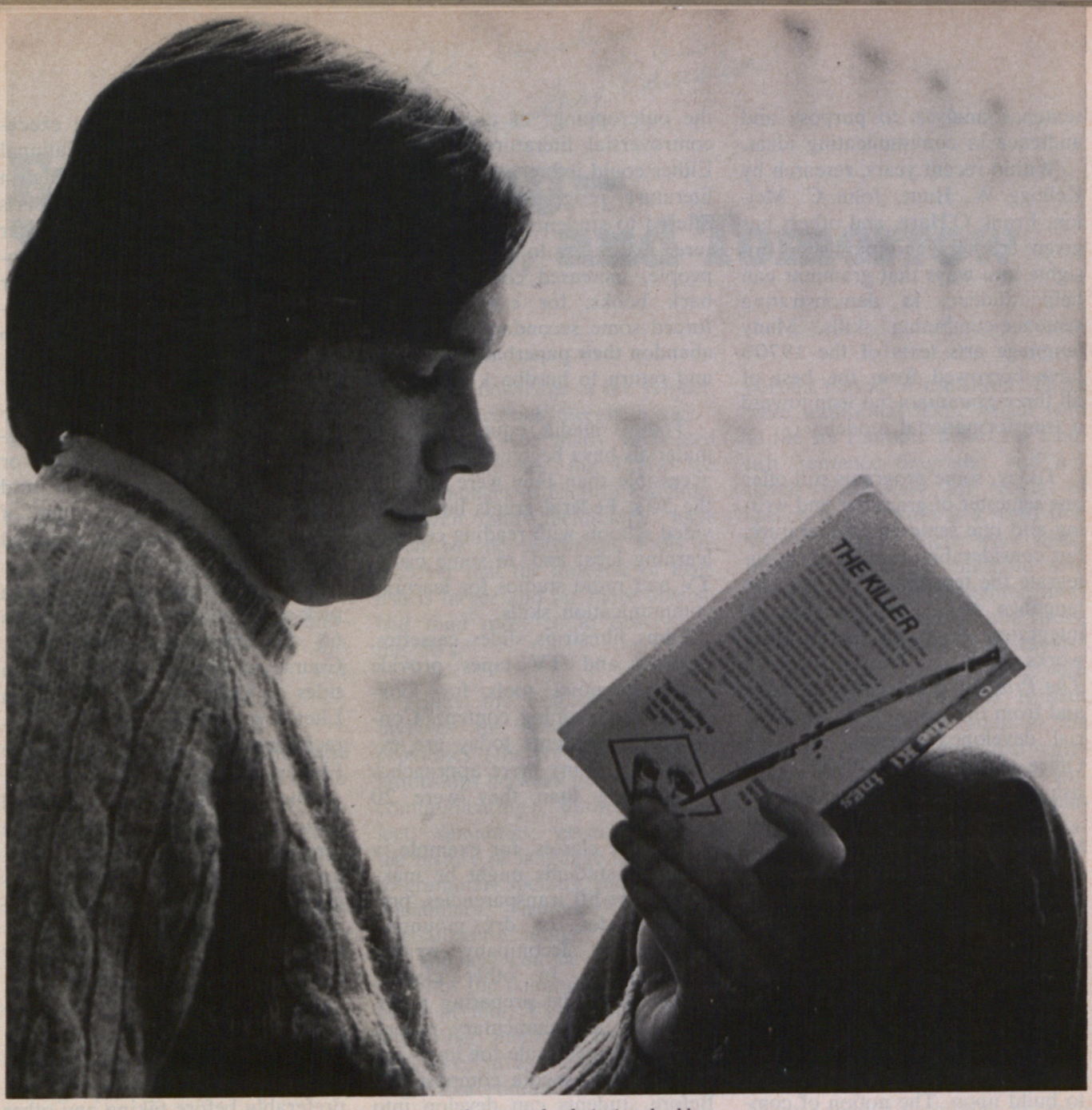
Today, some schools still require three or four years of English, but many have reduced or eliminated assigned courses and offer students a broad range of electives to complete the required semesters of English.

In some programs, students can pick and choose from as many as 60 different courses in English. Course catalogs may include such titles as Great Books; Women in Literature; Media Ecology; Career English; and Science, Science Fiction, and the Supernatural.

The way electives are handled varies from school to school. Some limit electives to juniors and seniors; other have an all-elective program. Many schools which have no required courses do have requirements built into strands of elective-course offerings. For example, the Lexington (Massachusetts) High School offers 13 elective courses in writing, but students must take a writing workshop, preferably before taking any other composition course. All courses require a minimum of three compositions from each student. Also, all students who plan to go to college are expected to take the research paper course.

A common rationale for elective programs: to let the students play a more important role in determining their own educational goals.

Many elective programs evolved in the late 1960's when educators and students expressed disenchantment with the lockstep approach to learning. In 1968, Project APEX unfolded a total elective program for a large middle-class



In today's relaxed and informal reading program, the paperback is invaluable.

high school in Trenton, Michigan. The program served as a model for many schools, but other programs developed independently. One of the earliest elective programs publicized was one offered at University High School in Iowa City under the direction of former NCTE President Robert Carlsen in the 1960's.

At present, there is no sign that the expansion of elective programs has reached a peak, according to Edmund J. Farrell and George Hillocks, Jr., author of an extensive study on elective programs.

Many other changes in English teaching are just beginning—changes which are bound to influence the future. Following is a sample:

As a result of policy statements by NCTE and other organizations, publishers are beginning to give better representation to ethnic groups and women in literature texts.

As a result of better materials and federal funding, humanities programs continue to grow at a deliberate pace. Some schools now have in-residence programs involving a writer, artist, or performer.

As a result of forces too numerous to mention, many English departments are mapping out quantifiable methods of evaluation for their programs. Real benefits are questionable, although in some schools better program design will be the result.

To a large extent, changes in English have meant acquiring more of something: more equip-

ment, more books for the classroom and library, more teaching materials, more information that could be passed on to students, more options in courses. But the changes represent more than the acquisition of quantifiable things.

They represent a search for rationales for new instructional designs and a struggle to cope with time and the tremendous explosion of knowledge about language. They represent a profession's desire for a quality of instruction that keeps programs in pace with current needs and interests of students. □

For Further Reading

Arizona English Bulletin. "Media and the Teaching of English." (Kenneth L. Donelson, editor.) *Arizona English Bulletin* 12; February 1970.

Bruner, J. S. *The Process of Education.* Cambridge, Massachusetts: Harvard University Press, 1960.

Dieterich, D. J. "Student Unrest and Student Participation in Curriculum Planning." *English Journal* 61:443-449; March 1972.

Folta, B. "A Course for Producers." *RE-VISION.* Classroom Practices in Teaching English, 1974-1975. A. Berger and B. H. Smith, editors. Urbana, Illinois: National Council of Teachers of English, 1974.

Hillocks, G., Jr. *Alternatives in English.* ERIC/RCS Informational Analysis Series: Group 1. ED 068 951. November 1972.

Hillocks, G., Jr. *An Evaluation of Project APEX.* Trenton, Michigan: Trenton Public Schools, 1971.

Hook, J. N., and others. *Representative Performance Objectives for High School English.* New York: Ronald Press, 1971.

Moffett, J. *Teaching the Universe of Discourse.* Boston: Houghton Mifflin, 1968.

The following Research Reports of the National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801:

Farrell, E. J. *Deciding the Future.* No. 12. 1971.

Hunt, K. W. *Grammatical Structures Written at Three Grade Levels.* No. 3. 1965.

Mellon, J. C. *Transformational Sentence-Combining.* No. 10. 1969.

O'Hare, F. *Sentence Combining.* No. 15. 1973.

Affirmative Action

In 1971, Marco DeFunis, a white, applied for admission to the University of Washington Law School. The School divided the 1,600 applications for the first-year class entering in September of that year into two groups—one for Whites and one for Blacks, Chicanos, Indians, and Filipinos—and handled them differently.

DeFunis was rejected; the predicted first-year averages of 36 of the 37 minority applicants who were accepted were below that of DeFunis. DeFunis brought suit. A trial court ordered him admitted, and (because U.S. Supreme Court Justice William O. Douglas granted him a stay), he continued to attend the Law School, although the Washington State Supreme Court reversed the lower court's decision. Ultimately, the case reached the U.S. Supreme Court.

In April of last year, the majority of Supreme Court justices noting that DeFunis was just finishing law school and had plainly won admission decided the question was moot, thus in effect dismissing the case.

The case intensified controversy over affirmative action plans, reverse discrimination, and quotas in college admission, employment, and promotion. The following selections briefly present several points of view on these topics. Although the various opinions may serve as springboards for discussion, the selections make no pretense at being comprehensive.

A color-blind society in which race is given no consideration, in law or in practice, ought to be the goal of every American. But the plain fact is that neither our Constitution nor our society has been color-blind to date, and long-standing pervasive racial discrimination has left its mark upon its victims. "Neutrality" in such circumstances is not neutral at all. Thus a preference which aids minorities—and there can be no doubt that the preference at issue here is just that—is perfectly consistent with the purpose of the Fourteenth Amendment. . . . The nation is committed to a policy of meaningful integration now, and it must remain so. Affirmative action programs such as that adopted by the University of Washington are one of the most effective, and certainly an acceptable, means of making that policy work.

—*Excerpted from the* Brief of the National Organization for Women Legal Defense and Education Fund, Inc., and the NEA as Amici Curiae *in the DeFunis case.*

There is one point that ought to be made clear in the DeFunis case. The university, while seeking to increase minority representation in its entering law class, had no quota system. Nor did it admit applicants, minority or otherwise, whom it felt could not maintain the school's standards. It simply concluded that

---

In this area [preferential admissions programs] as in others, our nation is committed to a policy of meaningful integration and it should remain so committed. Preferential treatment of minorities is today a necessary ingredient if that policy is to work. When all is said and done, it may well be that as one commentator has phrased it: "We can have a color-blind society in the long run only if we refuse to be color-blind in the short run."

—**Robert H. Chanin,** *deputy executive secretary and general counsel, NEA, in a speech delivered last December before the National Council of State Education Associations. Single copies of Mr. Chanin's entire speech on preferential admissions programs are available on request from the NEA.*

in order to correct an obvious injustice, it would be useful to give some preference to Blacks and Chicanos already established as qualified. . . .

Those who acknowledge the injustice, but scream "reverse discrimination" at any attempt to remedy it, simply aren't to be taken seriously.

—**William Raspberry,** *in the* Washington Post, *March 8, 1974. © The Washington Post.*

In 1971 the NEA passed resolutions that touch upon issues involving representation of women and minority groups. These include the following:

- NEA believes that personnel policies and practices must guarantee that no person be employed, retained, paid, dismissed, or demoted because of race, color, national origin, religious beliefs, residence, political activities, professional association activity, age, marital status, family relationship, sex, or sexual orientation.

The Association urges governing boards to employ minority persons and women at all administrative levels.

It may be necessary to give preference in the hiring, retention, and promotion policies to certain racial groups or women or men to overcome past discrimination.

- The NEA insists that all persons, regardless of sex, be given equal opportunity for employment, promotion, compensation, and leadership in all activities. . . .

The Association urges governing boards and education associations to eliminate discriminatory practices against women in employment, promotion, and compensation. . . .

The Association further urges professional associations at all levels to adopt policies that ensure women equal access to elective, appointive, and staff positions. . . .

- . . . The Association shall, as vacancies occur, include at least one member of a minority group on each of its appointive bodies.
- . . . The Association and its affiliates shall provide constitutional guarantees for at least proportionate minority membership in every phase of governance. Candidates for positions so established must be nominated by the minority group(s) represented. Operational guarantees shall provide for at least proportionate minority representation in staff positions and program development and for the employment of women in staff positions.

The Association urges its affiliates to establish units to promote minority group involvement in the united profession.

- The NEA recognizes the need to evaluate the extent to which each of its affiliates not having a merger agreement provides and implements constitutional guarantees for at least proportionate minority participation in every phase of governance.

The Association believes there is a need for systematic evaluation of such state and local affiliates every two years, the findings to be reported to the Representative Assembly.

—**NEA Representative Assembly.**

The DeFunis case has come and gone, but the dilemmas posed by affirmative action plans are still with us.

If affirmative action turns out to mean reverse discrimination, then the university as an institution is threatened by danger of corruption.

Faculties were once the preserve of the upper classes. Forty years ago, Jews, Poles, and Italians were as rare as Blacks and women in Departments of English, History, and Engineering. Times changed, however, and the academic world became more democratic. Barriers against Jewish, Polish, and Italian males fell. Discrimination in hiring did not disappear, but the university in the 1950's and 1960's was at its most honest as far as personnel policies were concerned.

If affirmative action means assurance of a proper search before hiring, then it will be another step on the way to eradication of corrupt policies in hiring. However, most personnel committees, unfortunately, interpret it as meaning establishment of preferential hiring for women and minority members, which necessarily implies discrimination against white males.

Quota hiring, whether it favors upper-class Protestant males, as it did in the 1930's or women and minorities as it does today, is unfair, and the university cannot afford unfairness if it wishes to maintain its integrity. Yet, reverse discrimination is usually justified on moral grounds. It is asserted that quotas are needed to undo the result of past injustices.

We all know that Blacks, those with Spanish surnames, and women are underrepresented on college faculties. Since many women over the years have had the qualifications to apply for teaching positions at universities but have been passed over in favor of white males, women have suffered directly from discriminatory hiring practices. The first two groups, on the other hand, have been victimized to the point that few of their members were even able to consider applying for teaching positions at universities.

As a result, women have benefited from affirmative action programs, since many qualified women are available to fill vacancies as they occur. Puerto Ricans, Chicanos, and American Blacks have not done quite so well, however, since there aren't enough qualified applicants. When Spanish-surnamed people are hired, they are often Latin Americans or Spaniards of middle-class backgrounds. And a disproportionate number of Blacks at universities are Africans.

In order to prepare qualified minority group members for faculty positions, universities could adopt open admissions policies under which any high school graduate is assured of a place in college. The City University of New York is dealing directly with children of the poor in a constructive and humane fashion through its policy of open admissions. The rate of attrition is high, but some young people who could not otherwise have gone to college are receiving valuable education.

What is most remarkable about open admissions is that apparently it has hurt no one. Not a single student has been turned away, and the well-prepared high school graduate with a good average can still obtain quality instruction. There has been no reverse discrimination.

That is not the case with quotas. The victims of quotas will, it seems to me, largely be Polish and Italian

Catholics. When ethnic barriers began to disappear after World War II, Jews were the first to benefit. The children of immigrants of Slavic and Mediterranean backgrounds were generally not as socially and economically integrated as they are today and were not able to profit from the postwar liberalization. Nowadays, however, these "ethnics" are attending college and graduate school in large numbers and applying for teaching positions at the university level. All of a sudden, the door has been slammed in their faces. If humaneness is the reason for quotas, how can we justify them to the qualified white Ph.D. male from a disadvantaged background who cannot get a position on a university faculty because of an affirmative action program?

Jewish groups, with some exceptions, were prominent supporters of DeFunis and are strongly opposed to quotas. Jews do not oppose this policy because of fear of its immediate consequences but because of the precedent it could set. Today, Blacks and the Spanish-surnamed have been mentioned specifically in a government directive; next year, Jews, who are overrepresented on many faculties, might also be named.

—**George Jochnowitz,** *associate professor of linguistics, Richmond College of the City University of New York, Staten Island.*

The major complaint about affirmative action today is what is seen as an inflexible requirement to hire a fixed number or percentage of minorities or women regardless of realistic assessments of the vacancies in the employer's work force, regardless of the availability of interested and qualified minorities and women to fill the set number of those positions, and regardless of the availability of white male applicants with equal or better qualifications who might also apply for the same jobs. This kind of system, it is pointed out, will inevitably lead to the hiring of unqualified or lesser qualified people, thereby lowering standards of performance, mocking merit as the basis for advancement, and violating the spirit and letter of the Constitution by discriminating against persons solely on account of their race or sex.

If this system were actually required by law, something would be wrong with the law, and the resentment which occasionally arises today about affirmative action would be both understandable and justified. But the law does not require employment behavior of this kind, and anyone who engages in it is either misunderstanding what the law requires or petulantly indulging excesses in a sloppy form of "affirmative action with a vengeance."

The characteristics of a lawful and sensible system of numerical objectives—which we have called a "goal system"—need to be examined.

A numerical goal toward which the employer will work should be based on realistic estimates both of the number of vacancies expected and the number of qualified applicants from target groups who are available for the particular jobs in question. In this sense, goal setting is an inducement to adopt sound employment practices and is not a shortcut end in itself which, if reached by any means, serves the law or, for that matter, an employer's enterprise.

A goal also serves as an objective to be reached, but unlike quotas, a goal should not become carved in stone. If the employer's goal has been realistically set, he is expected to do his best to achieve it by using fair, nondiscriminatory processes, and thereby achieving the elimination of unlawful exclusion from his work force. But if he does his best and fails nevertheless, he ought not to be punished for his failure. To be sure, failure to meet such goals ought to prompt a critical reexamination of the goals and a search for alternatives or modifications which might prove more effective. But it ought not by itself provoke sanctions against the employer.

By contrast, a system where the numerical or percentage goals themselves become the object of the exercise, where failure to achieve the required numbers would subject the employer to sanctions regardless of what his efforts had been or how realistic his expectations had been would constitute an unlawful quota.

—**J. Stanley Pottinger,** *assistant attorney general, Civil Rights Division, U.S. Department of Justice.*

Blacks have met every call of our nation in peace and war; we have earned every privilege of full citizenship and we demand governmental guarantees against institutional racism. Since we live in a quantitative society, the only way victims of racism can be assured equity in all areas of democratic living is for the government to quantify the participatory rights of all citizens in the areas of responsibilities and opportunities which citizenship in this country has conferred upon each of us. If no quantitative goals are established, how can we gauge progress in the elimination of racism?

—**Carlton B. Goodlett, M.D.,** *publisher, San Francisco* Sun-Reporter/ Metro-Reporter; *president, National Newspaper Publishers Association—the Black press of America.*

Discrimination in employment [can be combated] through affirmative action plans. An affirmative action plan is one way for employers to demonstrate commitment to the letter and spirit of the law by moving ahead to eliminate discrimination in their organizations or institutions. It is the written commitment of an employer or organization to eliminate discriminatory employment policies and practices and to actively remedy the current effects of past discrimination.

Institutions with federal contracts of $50,000 or more and 50 or more employees are required by Executive Order 11246 to file affirmative action plans. Institutions with contracts of $10,000 or more are covered by provisions of this regulation but are not required to file plans.

Even when filing is not required by law, an affirmative action plan is a valuable policy and administrative tool for reducing job-related discrimination. Such a plan—

1. Demonstrates to the public a commitment to achieving equal opportunity.

2. Shows "good faith" in the event of possible charges or complaints of discrimination.

3. Clarifies the institution's policies for all employees and facilitates

protection of individual rights.

4. Specifies actions that will carry out the letter and spirit of the law.

5. Protects employer and employees from unconscious discriminatory practices.

An affirmative action plan is a policy document that should be used to guide an organization's or institution's management and operations. It will also have impact on collective bargaining agreements with employee organizations. The plan is not a legal commitment except when required of a contractor or when ordered as a corrective measure for federal agency findings of discrimination.

—*From* What Is Affirmative Action? Combating Discrimination in Employment. *Copyright © 1973, National Education Association.*

Hiring of tenured faculty in leading institutions is a much more individualistic and carefully considered matter than is generally appreciated. It may make little sense, indeed it may be positively misleading in the case of major institutions, to think in terms of an ill-defined pool of supposedly qualified and available candidates from which judgments are made about the existence or nonexistence of discrimination and on the basis of which universities are to establish numerical goals for their hiring and promotion of women and Blacks.

—**Richard A. Lester** *in* Antibias Regulation of Universities. *Copyright © 1974, the Carnegie Foundation for the Advancement of Teaching. Used with permission of McGraw-Hill Book Company.*

We have no quarrel with the merit system nor with the concept that rigid numerical quotas which overlook individual differences and attributes are wrong. But we reject the suggestion that a merit system is actually in operation today. Nor do we accept the idea that merit can be accurately measured by tests.

Public service jobs are often awarded on the basis of political patronage, not merit. Other jobs are based on tests that have no relationship to the job to be performed. University positions are awarded on the basis of the buddy system and the old school tie. Construction industry jobs are often restricted to members of the family of a union member. The extent to which merit determines allocation of jobs and privilege in our society has been grossly exaggerated.

I wish the word *quota* could be forever expunged from this discussion. Our position has never been that there should be a rigid, numerical quota of Blacks in every field of endeavor. We do not believe that unqualified persons should be made doctors, lawyers, or teachers because of their race. We have no commitment to incompetence.

But we do insist that our society has become rigid in its definitions of appropriate qualifications. Yesterday's elementary school dropout could make a living as a janitor; today he must have a junior college diploma and is called a custodial engineer. Our society has erected paper barriers and unnecessary credentials that exclude too many poor people and minorities from positions they are otherwise qualified to hold.

We measure test scores, not individual capability and potential. . . . I say that is wrong. I say that is an immoral waste of human resources.

—**Vernon E. Jordan, Jr.,** *executive director, National Urban League.*

Society has the responsibility for providing jobs for people with limited skills, but not at the expense of replacing qualified personnel with unqualified personnel. Society has the responsibility of providing remedial job instruction for disadvantaged populations, but this also should include white disadvantaged populations. Rejection of such measurements that register the consequences of educational deprivation [objective standards or tests] is merely a political move to kill off the messenger who brings the bad news, to deemphasize the harsh fact that quotas will lead to a downhill trend in quality and abilities of people employed in many jobs.

—**Allan C. Ornstein** *in* Race and Politics in School/Community Organization. *Copyright © 1974, Goodyear Publishing Company.*

It has been recognized since at least the mid 60's that generations of racial discrimination are not adequately corrected by permitting America's black population to begin competing today on a fair and nondiscriminatory basis with all other citizens for housing, jobs, and education. . . . The overpowering need, as viewed by the enforcers of the Civil Rights Act of 1964 (and I, at the Department of Justice's Civil Rights Division, was among them), was to bring some semblance of parity—at least in blue collar employment—to the black community. . . .

There was, however, a disquieting sameness to the groups being asked to bear the burden. Affirmative action first made its appearance in the area of blue-collar employment, and it was the Irish, the Poles, and the Italians who, it seems, were being kept out of jobs so their employers could carry out their affirmative action obligations. And then, when one dealt with the duty to cure past discrimination in public education and in housing, the same ethnic groups were the first to be affected. Busing programs and scatter-site public housing projects barely touched the upper class, which sent its children to private schools and lived in the far-out suburbs. Complaints were heard again from the blue-collar workers whose neighborhoods and schools were the first to be affected. Was it, one wondered, fair that the burden of curing two centuries of racial discrimination, dating as far back as pre-Revolutionary days, be cast entirely on this or that group?

—**Nathan Lewin,** *attorney, Washington, DC, in the* New Republic, *May 4, 1974.*

The human composition of the American business scene—what kinds of people work in what kinds of jobs and for how much—has been visibly shifting during the 10 years since the federal government outlawed race and sex discrimination in employment.

Blacks and other racial minorities and women have been hired and promoted into jobs for which they previously were never considered, in numbers ranging from token to significant.

But the economic recession raises

(Continued on page 94)

Censorship in the Schools

Teachers from Michigan to West Virginia, from New England to California, from North Dakota to Texas are finding their rights as educators in jeopardy on a scale unmatched in this century. Recently renewed attacks on academic and intellectual freedom require the concern and attention of every educator.

NEA's three-part audio-program on *Obscenity, Pornography, Controversy: Censorship and the Schools* is a hard hitting, direct review of the situation for all concerned educators. It has been produced for reference and motivational use for in-service workshops and independent study; and for course material in schools of education.

Order the set of 3 cassette tapes and receive the printed *Transcripts* and *Discussion Questions* free.

Academic Freedom—The Law and Censorship in the Schools

Joel Gewirtz, an NEA attorney, suggests questions teachers can use to analyze their own instructional activities when in doubt:

- What exactly was presented?
- In what context?
- Was it relevant to the subject being taught?
- Was it relevant to the age and experience of the students?
- Was prior administrative approval required?
- Was the presentation planned so as to allow for the expression of various points of view?
- Finally, what were the reactions of students and parents?

Intellectual Freedom—Censorship and An Enlightened Public

Judith Krug, director of the American Library Assocation's Office of Intellectual Freedom, cautions that it is difficult to distinguish attacks on school libraries from attacks on classrooms. "Our concept of intellectual freedom," she explains, is that "we must make available to all ages and groups points of view on any subject. Effective government in a constitutional republic depends upon an enlightened public."

Censors have invaded the libraries to single out "virtually every work of any importance in this century for expulsion from the shelves," Krug says. She lists many of the literary works that have been banned from public libraries in various cities and towns during the past six months.

Controversial Issues and the Classroom Teacher

Janet Cooper, a nontenured junior high school history teacher from Kingsville, Texas, relates her own poignant experience to illustrate the degree to which teachers are susceptible to community attack for teaching about almost any issue of social significance—race relations, drugs, politics, sex. When she presented a simulation on race relations, Cooper was first cautioned to avoid discussing any "controversial" subjects with her students. She was then asked to resign.

"I had no chance for defense, nor any opportunity to hear my accusers," she recalled. She took her case to a trial court, which ordered her reinstated. The school board has appealed to a higher court; further arguments wait to be heard.

Order Form

Mail to: NEA Order Dept., The Academic Building, Saw Mill Road, West Haven, CT 06516

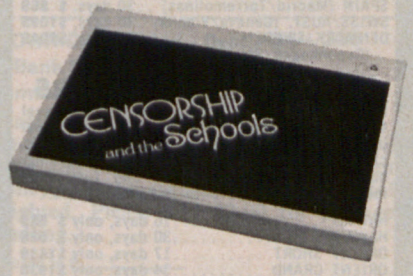
Order the complete Program and SAVE 25%

check here
1939-3-0F

Please ship the complete audio program on *Censorship and the Schools*. (3 Cassettes, printed Transcripts and Discussion Questions.) The regular list price of these materials is $20.75. By checking here I receive a 25% discount on the tapes (and receive the Transcripts and Discussion booklet FREE) and *pay only $14.62.*

Payment must accompany all orders except for those on your official institutional purchase order forms, and no orders can be billed for less than $6.

☐ Payment enclosed. ☐ Bill on attached purchase order.



Name

School (if to be shipped to school address)

Street Address

City *State* *Zip (please)*

TE-3

Instead of coming home from Europe with a car rental receipt, come home with a car.

Buy a Fiat here and pick it up in Europe. For more information write to: Overseas Delivery Dept., Fiat Distributors, Inc., 532 Sylvan Ave., Englewood Cliffs, N. J. 07632.

Name _____

Address _____

City _____

State _____ Zip _____

FIAT

That's where the automobile is going.

CIRCLE QUICK-ACTION CARD NO. 6

HOWARD SUMMER SESSION TOURS

THE ORIGINATOR OF STUDY TOURS IN THE WEST
TEACHERS MAY QUALIFY FOR TAX DEDUCTIONS

OPTIONAL UNIVERSITY ENROLLMENT
College courses in education, humanities, and social sciences. For credit or audit. Your choice of credit/no credit or alphabetical grades.

Operated In Cooperation With
SAN FRANCISCO STATE UNIVERSITY
HOLY NAMES COLLEGE

OVERSEAS CAMPUSES

Each program includes only one or two cities, and each course offers 3-5 optional upper division university credits. Prices include roundtrip airfares, accommodations, transfers, taxes, and tips, plus meals in certain programs.

HAWAII (Waikiki) .....30 days, $ 451
JAPAN (Tokyo) .....21 days, $1094
PHILIPPINES (Manila) .....30 days, $1096
ENGLAND (London) .....30 days, $ 926
FRANCE (Paris) .....46 days, $ 942
ITALY (Rome/Florence) .....30 days, $ 999
SPAIN (Madrid/Torremolinas) ..30 days. $ 869
SWISS/AUST. (Geneva/Vienna) .30 days, $1099
DENMARK/SWEDEN .....30 days, $1049
(Copenhagen/Stockholm)

STUDY - TRAVEL TOURS

Each tour offers extensive schedule of travel to many cities and the courses offer 1-6 optional upper division university credits. Prices include roundtrip airfares, hotels, sightseeing, admissions, transfers, taxes, and tips; plus meals and special events in certain tours.

HAWAII .....16 days, only $ 585
HAWAII .....30 days, only $ 586
ORIENT SHORT .....17 days, only $1439
ORIENT GRAND .....34 days, only $1939
ORIENT/DOWN UNDER ....35 days, only $2277
SOUTH PACIFIC .....31 days, only $2216
SOUTH AMERICA .....29 days, only $1499
WESTERN EUROPE .....23 days, only $1293
CIRCLE WORLD .....40 days, only $2879

For Details, Apply:
HOWARD SUMMER SESSION TOURS
526 Grand Avenue; Oakland, Calif. 94610
Telephone: (415) 834-2260

(*Continued from page 92*)

the likelihood that the changes in the composition of the work force may be erased or frozen in time. And every sector of American business from the assembly line to the executive suite is concerned.

The business slowdown also lifts from the level of a whisper or a grumble to outspoken discussions such loaded questions as:

Could the racial conflict over school busing recently seen in Boston erupt there or elsewhere in the context of job layoffs, especially if union seniority provisions are modified in favor of minorities?

Are quotas for hiring and firing, by whatever name they are called, discriminating against white males?

As the economy contracts, will the government ease its pressure on business to comply with the law?

One large industrial machinery manufacturer has told its managerial minority personnel that in case of layoffs, seniority will not be followed, but rather each case will be evaluated in the light of performance.

Some minority and women managers fear that performance will translate into an excuse to fire them. Some white males believe they will be the victims since the company would not want to damage its public relations image and its standing with the government by reducing its percentage of minority and female managers.

Modification of seniority entails a ratio or allotment of layoffs. By any other name, that's a quota to those laid off.

And therein lies another problem. J. Stanley Pottinger, assistant attorney general for civil rights of the Justice Department, has recently been making speeches in which he attempts to clarify the distinction between goals and quotas.

"Goals and timetables" for hiring are set in affirmative action programs established by employers to comply with Title VII. The goals are usually in terms of percentages.

But many employers and employees fail to see the difference betweeen a goal and a quota. "It's a distinction without a difference," said Laurence L. Vickery, director of employment practices for General Motors.

—**Marylin Bender** *in the* New York Times, *November 10, 1974.* *© 1974 by The New York Times Company. Reprinted by permission.*

An official memorandum of the Office for Civil Rights of the Department of Health, Education, and Welfare issued in December 1974 stated that the government's requirement for affirmative action does not mean that less qualified people must be employed. Director of the Office Peter E. Holmes said that there has been confusion about implementing an executive order requiring institutions receiving federal contracts to make a positive effort to recruit women and minorities.

NEA President James A. Harris then commented that NEA, long in the forefront of affirmative action, "has never been under the impression that such programs called for any drop in employee quality." Harris asserted that "recent complaints about 'reverse discrimination' reveal an unconscious perseverative white stereotype or a peculiarly ingrained type of prejudice. Some people assume that standards must be lowered if women or minorities win top jobs. They simply can't bring themselves to believe that white males aren't always more qualified." □

ARIZONA TEACHER PLACEMENT SERVICE

Since 1947

Serving Arizona, California New Mexico, Nevada and West Texas

638 West Indian School Road
Phoenix, Arizona 85013
Tel. 602-263-5532

AROUND THE WORLD TOURS
Return by
HOLY LAND OR RUSSIA

26th annual world tour, complete sightseeing, Conferences with Heads of State, Ambassadors, Editors, Missionaries and Peasants. 13 exotic countries of Asia and eastern Europe—see the *HOLY LAND*, Hawaii, Republic of China, Japan Hong Kong, Thailand, India, Nepal, Greece, Austria and Hungary, etc. Optional return via Afghanistan, Uzbekistan and *RUSSIA*. July 8th departure. 5 wonderful weeks. Write for brochure.

BRYAN WORLD TOURS
1880-C-Cage Blvd. Topeka, Kansas 66604

STERLING SILVER PISTOL-HANDLED FLATWARE OF 1776...*Reproduced as authentic replicas in satin finish stainless*

NOT $44.95! NOT $34.95! ONLY $22.95!

Your home can reflect the candlelight appeal and gracious atmosphere of Early American Colonial elegance when you grace your table with this incredibly beautiful service. Through a special purchase, we can offer you the famous Pistol-Handled Flatware with all its stunning Colonial simplicity in magnificent, satin finish stainless steel at just a fraction of what you would pay for luxurious Sterling Silver. Each and every piece is a masterpiece of authenticity—an exquisite replica of the famous Paul Revere settings that highlighted many a candelit Colonial dinner. The knives are the genuine hollow pistol grip handles; the forks are the graceful 3-tined design. And because the entire 50-Piece Set is made of modern stainless steel, you can clean them in your dishwasher without the slightest care.

LIMITED SUPPLY AVAILABLE AT THIS VERY SPECIAL LOW, LOW PRICE

Don't be disappointed! Take advantage of this amazing low price while our supplies last. Order now and we'll send you the complete service for 8 including 8 Pistol Grip Hollow Handle Knives; 8 Dinner Forks; 8 Salad Forks; 8 Soup Spoons; 16 Teaspoons PLUS a SPECIAL FREE GIFT of a matching Butter Knife and Sugar Spoon—50 pieces in all. The entire set is yours for just $22.95 on full money back guarantee if you are not absolutely delighted. But don't delay. Due to the rising cost of quality stainless steel, the price of this set will be increased in the very near future. Take advantage of our truly low price while current supplies last. Mail coupon today!

Complete Luxury Service For 8

50 PIECE SET ONLY $22.95

While Supplies Last

Crown-Castle Ltd.

51 Bank Street, Stamford, Conn. 06901

CROWN-CASTLE Ltd., Dept.PGS- 206
51 Bank Street
Stamford, Conn. 06901

Please send me the 48 Piece Stainless Steel Pistol Grip Flatware set plus the FREE Butter Knife and Sugar Spoon for just $22.95 on full Money Back Guarantee if I am not absolutely delighted. Please add $2.00 for postage and handling.

Enclosed is $_____

Name _____
(Please PRINT Clearly)

Address _____

City _____

State _____ Zip _____

☐ **SAVE: SPECIAL OFFER.** Order two sets for just $44.95 plus $2.00 postage and handling.

Conn. Residents Add 6% Sales Tax

(Continued from page 34)

ate layoffs of women or minorities. Criteria should also be applied in a consistent manner on a district-wide basis. Subjective standards, on the other hand, can only produce arbitrary and inequitable results.

Although seniority is generally utilized as a criterion for retention both in the private sector and in the public sector, the first priority in education should be certification, followed by seniority and other objective standards.

NEA and the Wyoming Education Association have supported the successful case of a continuing contract teacher whose termination was recently overturned by a state court. She had been laid off while teachers with less seniority were retained.

In a higher education case currently before a federal court in Colorado, a tenured business teacher with seven years' experience at the college has challenged the failure to use objective standards with the result that less senior, less qualified, and nontenured faculty were retained while he was fired. Moreover, he also contends that his position was not abolished after his termination and that courses he taught are still being offered. In the Washington, DC, case mentioned earlier, the faculty member who was laid off alleges she had institutionwide seniority over newer employees.

Even if the district or college has recently launched an affirmative action plan and is making a good-faith effort to employ and promote ethnic minorities and women, a strict seniority RIFing standard could result in loss of jobs for all members of minority groups. Such a result may violate antidiscrimination statutes.

Associations must challenge practices in a RIF that are in effect reprisals for constitutionally protected activity. These include but are not limited to reprisals for association activity or other free speech rights and retaliations for exercising leadership in obtaining rights for women on campus and for registering complaints of sex or race discrimination with federal or state agencies. Associations must also be certain that constitutionally protected procedural due process is followed.

To deal with possible discriminatory treatment of leaders in the association and to assure continuity of leadership, many associations have negotiated contract provisions which protect certain leaders from a RIF even if under ordinary RIF criteria, such as seniority, they would not be renewed.

Associations can also negotiate agreements that provide for teachers who have been nonrenewed in a RIF to have priority over new applicants for vacancies that occur subsequently in the district or college. And those who were riffed last because they were the most highly qualified in terms of objective criteria can be given priority for vacancies over those riffed earlier.

Local associations within a state may be able to assist teachers to obtain jobs in other school districts. Many districts with a shortage of certified teachers have hired "emergency" staff. Nonrenewed certified teachers should have the opportunity to apply for these positions. Similarly, national, state, and local actions on a political level must be taken to secure full funding for education and to obtain laws to protect the rights of teachers in RIFs. Emergency state funding is another route to be explored.

In conclusion, it is appropriate for associations faced with RIFs to preserve the positions of all teaching staff in a district or college, thus protecting teachers' jobs and the students they teach. Therefore, declining enrollments can be seen as an opportunity to provide increased services to pupils. Budgetary reasons for proposed RIFs should be analyzed for new revenue sources and actual allocations with an aim of finding funds for instructional services.

In the event of a RIF, teachers should insist that school board actions comply with statutes and collective bargaining agreement provisions relating to RIFs and that teachers are treated in a fair and nondiscriminatory manner. Associations on all levels should cooperate to ensure new job opportunities for teachers who have been laid off and to reinforce political action and information programs to secure legislative and public support for education and protection of teacher rights.

—Betty E. Sinowitz *and* **Charlotte Hallam,** *DuShane Emergency Fund, NEA Teacher Rights.*

USE THIS COUPON FOR CHANGE OF ADDRESS.

ATTACH MAILING LABEL HERE.

CHANGE OF ADDRESS:

If you're moving this year, please fill in your name and new address below, attach your current magazine address label, and send this form to us five weeks before changing your address. (Also include your address label when writing us about your membership.)

MAIL TO:

Membership Records
NEA/1201 16th Street, N.W.
Washington, D.C. 20036

NAME _____

NEW ADDRESS _____

CITY _____

STATE _____

Do NOT use the quick action reply card for change of address.

Are you still teaching reading by the book?

As an educator specializing in the teaching of reading, you know that neither books —nor reading programs— alone are self-sufficient tools.

In a word, the human element is essential to helping a child bridge the gap of understanding.

Recognition of this fact plays an integral role in the Open Court Reading/ Language Arts Programs.

Unlike other programs, Open Court methodology involves the direct participation of our full-time consultant staff. You aren't simply handed an "explanation" of the mechanics. Instead, we provide you with expert, in-the-classroom guidance, to aid you in utilizing the Program to fullest advantage.

How substantial a difference does the human element make? In a recent nationwide survey, Open Court was rated higher than any other major reading program.

For more information about our Programs, contact your local Open Court Representative. Or mail us the coupon below. We'll send you complete details (including some interesting facts you might not have known about our Bilingual Program, revised Remedial Program, and newly revised Primary Program).

Open Court. Designed to help you teach your students the skills of reading. And its joys.

Open Court Publishing Company
Box 599 • La Salle, Ill. 61301 • (815) 223-2520

Please send me:

☐ The New Open Court Catalogue ☐ A Cricket Magazine Teacher Kit

☐ Please have an Open Court Representative contact me

Name_____ Title_____

School_____ Address_____

City_____ State_____ Zip_____

TE-3

CIRCLE QUICK-ACTION CARD NO. 35

96 Exciting Pages of Summer Travel. FREE!

ONLY AVAILABLE FROM TEACHER GROUP

The only book of its kind . . .

- SUMMER FLIGHTS
- 1•2•3•4 WEEK PACKAGES
- JET CHARTERS
- EURAILPASS ■ WEEKENDS

The finest selection of travel ever assembled in one book. 1, 2, 3, 4 Week Do-It-Yourself and Escorted Packages to Europe, California, Hawaii, Caribbean, Mexico, Orient and South America. The biggest travel values at the lowest cost.

14th Year Teacher Group

P.O. Box 809, Radio City Station
New York, N.Y. 10019
(212) 586-5133

☐ Please send me the Big Book **FREE!**

Name_____

Address_____

City_____ State_____ Zip_____

All travel arrangements thru T/G Travel Service
111 West 57th Street, NYC 10019 Tel. (212) 586-5130

CIRCLE QUICK-ACTION CARD NO. 36

BARTKE'S Causeway Inn BEACH RESORTS

"A COMPLETE RECREATIONAL WORLD"

TEACHERS SUMMER OF '75

FLORIDA AT A DISCOUNT*

SPECIAL HOLIDAY PACKAGES

WALT DISNEY WORLD
4 DAYS/3 NIGHTS FROM $ 57.00
8 DAYS/7 NIGHTS FROM $128.00

TENNIS WORLD
4 DAYS/3 NIGHTS FROM $ 81.00
8 DAYS/7 NIGHTS FROM $143.00

GOLF WORLD
8 DAYS/7 NIGHTS FROM $142.55

HONEYMOON WORLD
8 DAYS/7 NIGHTS FROM $123.75

BUDGET WORLD
8 DAYS/7 NIGHTS FROM $86.00

FLY 'N' DRIVE WORLD
8 DAYS/7 NIGHTS FROM $86.00

NIGHTCOACH WORLD
8 DAYS/7 NIGHTS FROM $87.50

FLY 'N' CRUISE WORLD
4 DAYS/4 NIGHTS FROM $52.50

*15% Discount from above rates. Rates shown based on four to a room except Honeymoon World which is based on Double Occupancy.

FOR MORE INFORMATION WRITE OR PHONE: RICK DIAZ, President & Managing Director
COURTNEY CAMPBELL CAUSEWAY • TAMPA, FLORIDA 33607
813/884-7561

CIRCLE QUICK-ACTION CARD NO. 34

BOOKS

The Case Against College by **Caroline Bird.** McKay. 294 pp. $9.95. Publication date: March 31, 1975.

The author addresses a subject full of possibilities and then murders it with sloppy writing and highly questionable conclusions. Her book contains thought-provoking ideas, but they are not followed up and are effectively eclipsed by the slightly crackpot overall tone.

Her argument is that fewer young people should go to college, first, because it is a waste of their time and parents' money for the many young men and women who go only because they can't think of anything else to do, and second, because it produces a sense of uselessness and alienation in a student class that is shut off from participation in society. Bird's research shows that the two elements of college which students agree are valuable are time away from home to think and plan their lives and the granting of the credentials required for getting decent jobs.

The author believes that college fails to teach people how to think and doesn't instill the single-mindedness needed to "make it big in money, power, prestige, or achievement," her definition of success. It strikes her as ominous that "some college graduates aren't willing to stick at a job they don't like."

The book includes a resource section of alternatives to college that is extensive and useful but does not justify the steep price. The topic badly needs some fresh air, but there is a lot of smog in this book.

Reviewed by **Jay Tinsman,** *Field Studies Consultant, Sacramento (California) County Schools.*

T.E.T. Teacher Effectiveness Training by **Thomas Gordon.** Peter H. Wyden. 365 pp. $9.95.

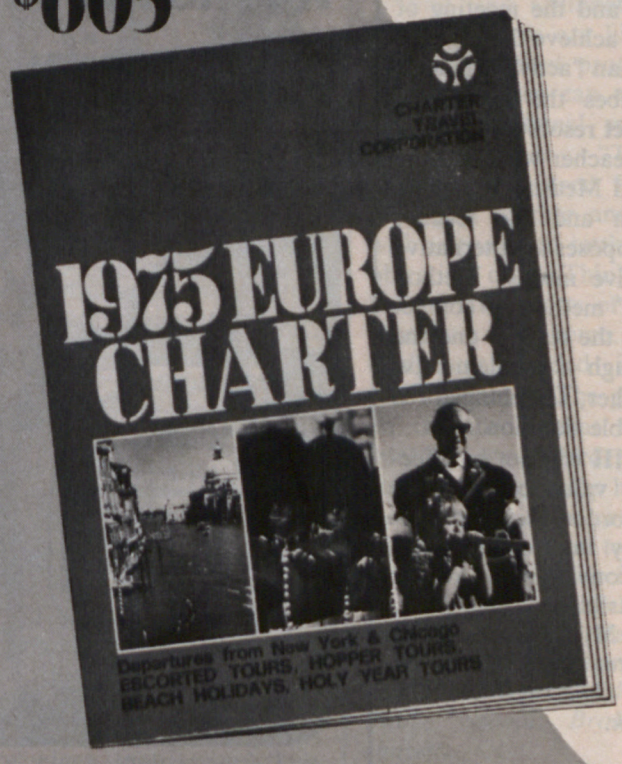
This valuable book is designed to aid teachers in developing specific communication skills to bridge the gap between the teacher and the learner. It contains myriad examples

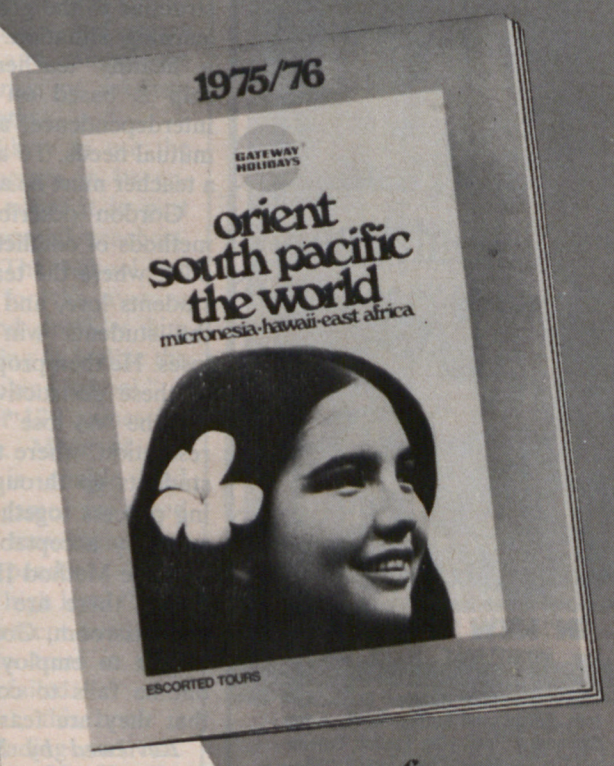
(Continued on page 100)

COME DOWN TO EARTH WITH US!

GATEWAY HOLIDAYS/GLOBUS TOURS offer the best travel values at prices you'll be willing to pay.

from $605


CHARTER TRAVEL CORPORATION
1975 EUROPE CHARTER
Departures from New York & Chicago
ESCORTED TOURS, HOPPER TOURS,
BEACH HOLIDAYS, HOLY YEAR TOURS



from $1098

Via ONA and Capitol Airways, both U.S. certificated supplemental air carriers

The simple GATEWAY®/GLOBUS® formula:

1. Obtain your ORIENT or EUROPE CHARTER Tour Book.
2. Estimate the amount you want to spend.
3. Select the tours that match your interests.
4. See your travel agent for immediate tour and flight reservations.

GATEWAY HOLIDAYS®/ GLOBUS® TOURS

NEW YORK
CHICAGO
LOS ANGELES

These tours sold only by Travel Agents coast to coast.

AMERICAN SOCIETY OF TRAVEL AGENTS ASTA

GATEWAY HOLIDAYS/GLOBUS
8 S. Michigan, Dept. TOE. Chicago, IL 60603
(312) 782-1590

☐ Please send me the ORIENT Book.
☐ Please send me the EUROPE CHARTER Book.

Name_____
Address_____
City_____ State_____ Zip_____

CIRCLE QUICK-ACTION CARD NO. 43

The Magnificent Monteleone

IN NEW ORLEANS

The MONTELEONE is "a way of life" . . . the largest Hotel in the fabulous French Quarter. 600 luxurious Rooms and Suites—a Roof top Swimming Pool—the French Cuisine of the Supper Club Restaurant—the revolving Carousel Bar and the sidewalk atmosphere of Le Cafe Restaurant. Located just one block from famous Bourbon Street—minutes from International Trade Mart and Rivergate Exposition Center.

A WORLD OF SERVICE

• 3 Cocktail Lounges—2 superb restaurants • Radio-Color TV in every room • Garage in Hotel • Swimming and Wading Pools • Putting Practice Green • Variety and Gift Shops • Complete Valet • Barber Shop • Beauty Salon • Car Rentals • Sight-Seeing Tours

MEETING FACILITIES

The ultimate in Convention, Sales Meeting and Banquet facilities—to serve 15 to 1,380 people. Ideal for dinner-dances and exhibits alike.

YOU KNOW YOU'RE IN NEW ORLEANS WHEN YOU'RE AT

The Monteleone

214 RUE ROYALE
NEW ORLEANS, LOUISIANA 70140
Phone: 504/523-3341
For further information and brochure Write Dept. RH Sales.

CIRCLE QUICK-ACTION CARD NO. 28

of the specific, practical actions a teacher can take to reduce conflict.

The author, Thomas Gordon, discards both the "permissive" and the "authoritarian" approaches to teaching, contending that both are destructive to the goals of the teaching-learning situation. He believes that a healthy teacher-student relationship is based on openness, caring, interdependence, and the meeting of mutual needs. To achieve these goals, a teacher must be an "active listener."

Gordon describes the two usual methods of conflict resolution: Method I, where the teacher wins and the students lose, and Method II, where the students win and the teacher loses. He then proposes an alternative to these destructive means: Method III, the "no lose" method of conflict resolution, where the teacher and the students go through a problem-solving process together, searching for a mutually acceptable solution.

Since Method III will not be effective if there are value collisions in the classroom, Gordon includes techniques to employ in such instances but he fails to convince this reader that they are feasible.

Reviewed by **Myra T. Herlihy,** *teaching associate, State University College of Arts and Science, Geneseo, New York.*

Thinking Goes to School: Piaget's Theory in Practice by **Hans G. Furth** and **Harry Wachs.** Oxford University Press. 296 pp. $8.95.

Any teacher or parent will benefit from reading *Thinking Goes to School,* but the information it contains will be especially valuable to first and second grade teachers.

The subtitle of the book is *Piaget's Theory in Practice.* Part I gives a brief résumé of Piaget's theory. This explains the philosophy behind the Thinking School and numerous games.

Part II consists of a description of the development and progress of a School for Thinking founded at the Tyler Elementary School in Mount Tyler, a rural suburb of Charleston, West Virginia. The project was de-

Make it yours...

a worthwhile project that works for your community.

It's a positive action-oriented attack in the fight against litter. Hundreds of clubs, organizations, schools and communities have joined in. Make it your program too!

Pitch In!

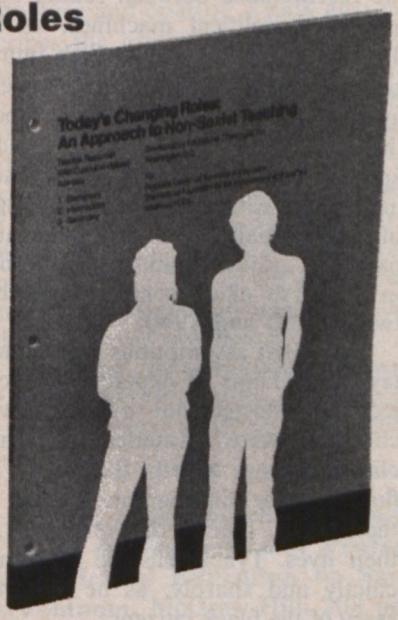
For ideas on what your organization or community can do, write: U.S.B.A., TE-3 1750 K Street N.W. Washington, D. C. 20006

Name _____
Organization _____
Address _____
City, State and Zip _____

UNITED STATES BREWERS ASSOCIATION

CIRCLE QUICK-ACTION CARD NO. 46

Today's Changing Roles



Teachers can use these resources to supplement existing curriculum materials which frequently stereotype sex roles and provide images that are not realistic for our present and future world. The materials provide integrated language arts and social studies activities but may be adapted to a broad range of courses.

The teacher is encouraged to adapt these materials to fit her/his individual needs for use in the classroom, small group sessions, or more informal educational activities. Each lesson may be used for individual, small group or class instruction. The lessons may also be used for mini-courses or in learning centers.

Mail to: **NEA ORDER DEPARTMENT**
Academic Bldg., Saw Mill Road
West Haven, CT 06516

Today's Changing Roles

_____ $3.00
0588-0-0F

Name _____

School (if to shipped to school address) _____

Address _____

City, State, ZIP _____

☐ Payment enclosed

Books
(Continued)

signed with the idea of "freedom within structure." The long-range objectives were to help children develop the habit of creative independent thinking; positive self-images; attitudes of social cooperation and moral responsibility; knowledge and appreciation of persons, things, and events in the environment; and competence in the basic skill areas of reading, writing, and arithmetic.

Few schools are likely to use the Thinking School program in its entirety, but they can adopt it in part without additional special teachers. The authors say, "The School for Thinking is geared for the average intelligent teacher and provides him with a structured setting to realize the objectives of the Thinking School."

Part III consists of 179 games for classroom or home. Most of the equipment needed is simple and easily obtained. The games are based on the theory that movement and thinking are interdependent. Their purpose is to develop high level thinking in the child to prevent academic failure rather than to treat it after the child has already failed.

A tribute to Piaget, this book is worthy of careful reading and use.

Reviewed by **Mary M. Harris,** *first grade teacher, Edward Devotion Public School, Brookline, Massachusetts.*

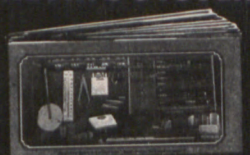
The One Best System: A History of American Urban Education by **David B. Tyack.** Harvard. 368 pp. $15.

This brilliant and readable book opens a variety of new perspectives on the development of public education in this country. Tyack calls it an "interpretive history," and it focuses on the organizational changes and highly charged political contests that led to the establishment of the structures we see today.

But it is history with a difference, because the author has tapped sources ranging from teachers' diaries to NEA *Proceedings,* from the minutes of school board meetings to autobi-

(Continued on page 102)

Everything you need to teach the
METRIC SYSTEM



LaPINE 1975/1976
teaching aids for
MATHEMATICS

LaPine's new catalog describes audio visual equipment, complete metric teaching kits, books, and imaginative classroom materials with emphasis on introduction and use of the metric system. Primary level materials help students "Think Metric" and metric aids at all levels encourage use of metric system units.
Additional sections feature a complete line of elementary and secondary math materials including models, books, games, and audio-visual equipment. Completely illustrated. Free upon request.

Write Dept. TE-1
LaPINE SCIENTIFIC CO.
6001 South Knox Avenue
Chicago, Illinois 60629

CIRCLE QUICK-ACTION CARD NO. 27

VISIT THE DEEP SOUTH
. . . MIAMI BEACH

Gracious, old-style hospitality awaits you in these oceanfront resorts. All the modern facilities, fun, and perfect weather. C'mon down!

- BEAU RIVAGE Oceanfront at 99th St.
- CHATEAU BY THE SEA Oceanfront at 191st St.
- SAHARA Oceanfront at 183rd St.

AAA

Quality Courts Motels

See your Travel Agent for full details, or send coupon.

PARADISE RESORTS, P.O. Box 6725, Miami Beach, Florida 33154
NAME _____
ADDRESS _____
CITY _____ STATE ____ ZIP ____
DATES OF VACATION _____

CIRCLE QUICK-ACTION CARD NO. 47

ographical accounts of immigrants' everyday lives. In addition, he has applied the findings of several social sciences in the tradition of the enlightening "new" history that has replaced the inspirational "house" history so well known to students.

This is neither a celebration of the triumphant evolution of the world's best system nor a bitter critique of the ineptness of the schools. Neither a debunker nor a muckraker, Tyack does the most responsible, nonsentimental social history yet seen, and I think it highly likely that readers will find themselves educated, enlarged, and excited by what he says. They certainly will never take the schools for granted again.

Beginning with a discussion of the rural and village schools of the last century (an account studded with anecdotes about the difficult lives of teachers in the old "tribal" communities), Tyack explains what was involved in professionalizing and consolidating those schools.

The new cities (with their mud streets and crowds of uncertain strangers) went through the village stage of organization on the way to establishing their bureaucracies, and Tyack introduces his readers to memorable characters en route: John D. Philbrick of Quincy, Andrew Draper of New York, Horace Mann. He also introduces some of the powerful women who fought the "male mystique," organized teachers, and worked to save the children of the poor.

The section on the "Politics of Pluralism" deals with the critics and dissenters who played out the dramas of political warfare on the issue of public schools. The language of dissent in the 19th century is itself worthy of special attention: Editors rail against fads and frills; businessmen complain of "flummery"; Catholics rage at the schoolmen's talk of "drunken Paddies"; proponents of social justice see the school as futile in the face of grinding poverty.

Tyack has some words to say about the resemblance between school systems and political machines, as he does about the ways in which immigrants learned to use "ethnic power" against the bigotries foisted upon their children. Perhaps the most appalling aspect of the story, in fact, has to do with bigotry on the part of professionals and experts who campaigned against community groups in order to effect centralization between 1890 and 1940.

The elitist assumptions that underlay their claims of expertise and objectivity affected not only the way children were Americanized and classified and tested; they also influenced the immigrants' sense of themselves, indeed the very stuff of their lives. Tyack tells the story succinctly and sharply, as he does the story of the black citizens.

The history of the black struggle for educational justice is made an integral part of the larger history, and Tyack makes clear the intentness and the loneliness of that struggle.

The book ends with the present

Earn University of Colorado credit

A week in the

COLORADO ROCKIES

at High Country Inn's

SUMMER ADVENTURE

An outdoor education program patterned after the Outward Bound Experience.

Included:

* **Day Hike**
* **Colorado River Raft Trip**
* **Peak Ascent**
* **Lake Sailing**
* **Overnight backpack trip**

You are involved

Take part in an intergroup experience especially relevant for educators.

Limited number of SPECIAL DISCOUNTS for groups of teachers and high school students available for certain weeks. Write or call immediately for further information, details and reservations.

Set Your Own Pace . . . Rough It During the Day . . . Relax in Luxurious Comfort at Night!

Spend an exciting week in Colorado's high country . . . Gain an understanding of the outdoors and yourself.

Relax in comfort at night . . . luxurious large rooms with two double beds and private bath. Lounge/Bar. Game Rooms. Heated Pool/Sauna. Outstanding meals.

$285.00	$260.00	$240.00	$220.00
(1 to a room)	(2 to a room)	(3 to a room)	(4 to a room)

Special IT Air Fares available.

Above rates are all inclusive, covering 20 meals, lodging, all camping and pack equipment, sleeping bags, rafts, sailboats, climbing equipment, ground transportation for activities and to and from Denver.

THE High Country Inn

Post Office Box 96 • Winter Park, Colorado 80482
Telephone 303-726-5566 Denver Phone 573-1082

Best Western

moment of continuing struggles over structure and control. Tyack also describes the growth of teacher power and presents crucial questions having to do with social justice—with the goals still to be achieved. I rank his book among the best of our educational histories, along with the work of Lawrence Cremin, Michael Katz, Diane Ravitch, Marvin Lazerson, and others who, by opening windows on our past, have enabled us to see what we never saw before.

Reviewed by **Maxine Greene,** *professor of philosophy and education, Teachers College, Columbia University.*

Escape from the Doll's House: Women in Graduate and Professional School Education by **Saul D. Feldman.** McGraw-Hill. 208 pp. $8.95.

Women in Higher Education edited by **W. Todd Furniss** and **Patricia Albjerg Graham.** American Council on Education. 336 pp. $10.

Taken together, these two books make some depressing reading for women. If you are a feminist or a humanist interested in equal treatment for all humankind, you won't want to tackle these two in the same weekend—or the same month.

Both are commissioned studies of the status of women in higher education. (Feldman prepared his report for the Carnegie Commission on Higher Education.) Both examine, statistically and philosophically, why women are not represented adequately in graduate schools and other institutions of higher learning. Both come to the same conclusion—there has been a systematic and overpowering movement that places women in higher education at the bottom of the scale in numbers, prestige, power, and privilege. And what's more, women, as a result of conditioning, have accepted this lower status.

The situation, according to Feldman and the many contributors to *Women in Higher Education,* is getting worse. They feel that since the spurt of professionalism for women in the 1920's and '30's, Americans have done less and less about making sure women have the same opportunities, the same stimulation for professionalism, the same encouragement to develop their full potential that men have had. Also, women have not had a support system that would allow them to be mothers and professionals at the same time. After reading both books, this reader is tempted to feel that women may abandon the current struggle and accept what seems inevitable without trying to break through the final door. They may think the evidence is too overwhelming, the task too large, the barriers too rigid to break through.

The two books should make those of us who teach below the college level angry enough to begin our own kind of revolution through the courts and other agencies for change. These books will arm the reader with some facts that are useful, some discussions of why women are in the position they are in, and some philosophical arguments for the "why of change."

Reviewed by **E. Louise Jones,** *English teacher, Borah High School, Boise, Idaho, and member, NEA Women's Rights Task Force.*

NEWEST! LARGEST! FINEST!
YOUR COMPLETE VACATION DESTINATION!
The Exciting World of
Dutch Inn
LAKE BUENA VISTA, FLORIDA
IN THE HOST COMMUNITY TO
Walt Disney World
Your Ideal Headquarter Hotel for Visiting All Central Florida Attractions
– LEAVE YOUR CAR IN OUR LOT –
Magic Kingdom transportation from our front door to the threshold of the spectacular Walt Disney attraction, moments away
DAILY TOURS FROM OUR DOOR TO:
★ SEA WORLD ★ CYPRESS GARDENS ★ KENNEDY SPACE CENTER ★
Busch Gardens* Other area attractions include:
Circus World—St. Augustine—Silver Springs
616 Room & Suites All with Color TV • Dining Room •
Cocktail Lounge • Night Club Pool • Tennis & 18-Hole Championship Golf Course also available
$35
per room, daily, with two (2) double beds. Children under 18, in same room, no charge. $5 for extra bed.
For reservations call collect
(305) 828-4444
DUTCH INN • Box 22008, Lake Buena Vista, Fla. 32830
Please send me a brochure on Dutch Inn and Central Florida attractions:
NAME
ADDRESS
CITY/STATE/ZIP
CIRCLE QUICK-ACTION CARD NO. 31

COLLEGE AND UNIVERSITY HOUSING FOR TRAVELING TEACHERS

Reduce travel costs by staying in college and university residence halls U. S., Canada, abroad. Inexpensive rooms and meals; campus activities. Over 100 listings. For full information send $2 for **Travel Housing** to Teachers Travel Service, P. O. Box 7006, Berkeley, CA 94707.

Visiting Sweden or Denmark ? ? ?

Each year since 1971, we receive hundreds of letters from Scandinavian professional persons and university students who are hoping to meet visiting Americans and to introduce them to their cities, families, and friends.

So, if you expect to be in Scandinavia for a few days this summer and are interested in such contacts, please write for information to: **FRIENDS OVERSEAS, 68-04 Dartmouth St., Forest Hills, N.Y. 11375.** We are **NOT** a travel agency. Post cards if possible, please.

Ninth Annual
SUMMER PROGRAM FOR TEACHERS
University of California, Berkeley
June 23-July 25, 1975
(5 weeks)

—A unique series of stimulating courses for practicing teachers.
—A faculty of nationally recognized leaders in several fields.
—Tuition scholarships available.
For descriptive brochure call or write

Education Admissions
1605 Tolman Hall
University of California
Berkeley, California 94720
(415) 642-0841

METRONOME CONSULTANTS
For Comprehensive Education
Teacher Training Workshops for College and School Districts
Creative Teaching for Remediation-Acceleration-Adult Education
Music — Lecture — Concerts
Prof. Josephine Buck Jones **Academic Director**
353 Hawthorne Avenue,
Yonkers, New York 10705 **914-963-5253**

Improve your Teaching Effectiveness with
MONTESSORI
Summer Training Program in Chicago
BASIC MONTESS. For Teachers:
July 7-19
Live and Learn on Beautiful Campus
WRITE: **MONTES. for TEACHERS, 1010 W. Chicago, Chicago, Ill. 60622.**

HAWAII SUMMER SESSION

30 days, for only $219, plus $6 tax and airfares. Optional San Francisco State Univ. 4 semester credits. Waikiki classes. Teachers may qualify for tax deductions. 27th annual. Vacation leisure and academic fulfillment. **Apply: HOWARD TOURS, INC.; 526 Grand Ave.; Oakland, Calif. 94610.**

TOURS ARE FOR TOURISTS
UNITREX PROGRAMS ARE FOR EXPLORERS & INVESTIGATORS
EDUCATORS ARE EXPLORERS & INVESTIGATORS
Write for: **PORTFOLIO OF UNIQUE TRAVEL EXPERIENCES 1975** c/o UNITREX, 1043 E. Green St., Pasadena, CA 91106. College credit available on all travel programs through La Verne College, an accredited institution.

"TEACHERS WANTED"
All Levels
Scholarships—Awards—Fellowships
FOREIGN & DOMESTIC TEACHERS
Box 1063 **Vancouver, Wash.**

GUADALAJARA SUMMER SCHOOL
University of Arizona offers more than 40 courses, including workshop in bilingual education and ESL, at Guadalajara, Mexico, June 30-August 9. Tuition and fees, $190; board and room with Mexican family, $245. Write Guadalajara Summer School, 413 New Psychology, University of Arizona, Tucson 85721.

CLASSROOM

By JANE TYLOR FIELD
Teacher of English and Creative Writing, Hilltop High School, Chula Vista, California.

Mrs. Field urges NEA members to send in interesting and useful teaching ideas on the elementary and secondary level for possible use in future issues. Mail suggestions to Box IE, Today's Education, 1201 16th Street, N.W., Washington, DC 20036.

A big problem for teachers is being *au courant*. This is why Alma B. Sanderson of Governor Bent Elementary School in Albuquerque, New Mexico, has been letting first through sixth graders in on atomic energy.

Mrs. Sanderson is aided by fourth-, fifth-, and sixth-grade students of the Accelerated-Enrichment Center who have become "teachers" in a pilot program she initiated after participating in a workshop on nuclear energy and the environment at the University of New Mexico. Mrs. Sanderson relates the topic to current news. "What is the energy crisis? Does it mean we wake up without energy in the morning?"

The young "teachers" then proceed to explain the concepts of atomic energy, using filmstrips and objects their "pupils" can touch and pick up. Building an atom model from Styrofoam balls and other materials helps to show atomic structure. Fusion, fission, radiation, and also peaceful uses of the atom become clear through filmstrips made and narrated by the students themselves.

"If we teach young children about nuclear energy," Mrs. Sanderson says, "it doesn't become quite so awe-inspiring and fear-provoking. Rather, some children may begin early to take it on as a life's work and may develop safer and more sophisticated means for handling its vast potential."

Adrian W. McClaren, English consultant for Memphis City Schools, originated Moon Mosaics: A Thema-

CANADIAN CANVAS CAMPUS

Canoe — Tent — Fish — Photograph — Experience. N. W. Ontario's Remote Albany Wilderness Area. Ten days/six Sem. Grad. Hrs. — Tuition $300.00. Food & Equipment fee $200.00 — Outfitted by

ALBANY RIVER OUTFITTERS
New Osnaburgh, Ont., Can. POV2HO

Class of 8 begins every two weeks Summer of 1975. For choice of dates, write early to:

DIRECTOR, CHAPMAN COLLEGE
Minot AFS — Max, N. Dak. 58759

ARITHMETHINKER
digitor™ learning arithmetic computer presents totally random problems, gives immediate reinforcement and scoring. Programmed levels of difficulty. Brochure from Dept. 30, Centurion Industries, Redwood City, Calif. 94063.

ANY GOOD REASON YOU HAVE FOR BORROWING UP TO $2,500.
IS GOOD ENOUGH FOR US TO LOAN YOU THE MONEY

Borrowing locally is fine . . . until you want complete privacy! Then, borrowing by mail is better.

WRITE TODAY FOR FULL INFORMATION:
Great Southern Mortgage & Loan
Great Southern Building
Oakdale, La. 71463
NAME _____
STREET _____
CITY _____ TO

SUMMER IN ALASKA, 1975
UNWIND IN ALASKA—FOR CREDIT
Combine Education and Travel
Wide Variety of Academic and Non-Credit Programs, Including: One-Credit Travel packages; Special week-end trips arranged to the Oil Fields, Nome, Barrow, Kotzebue, Mt. McKinley National Park
Relax and Learn in Alaska This Summer
WRITE TO: **DR. W. K. PENNEBAKER**
SUMMER SESSIONS; BOX 95214
UNIVERSITY OF ALASKA, FAIRBANKS
FAIRBANKS, ALASKA 99701
THE UNIVERSITY OF ALASKA PROVIDES EQUAL EDUCATIONAL OPPORTUNITIES TO ALL

VOLUNTEER PEACE CORPS
Teachers needed for Peace Corps projects in Africa, Asia, Latin America. Train teachers, develop curriculum, workshops, in-service training; elementary to university level. U.S. citizen, singles or couples. Information: Lynn Rotenberg, ACTION, ORC Box T-11, Washington, D.C. 20525.

tic Unit in Prose and Poetry.

Participants in the project may write, act, read, and do research related to the moon. For consideration, Mr. McClaren suggests such literary titles as the following:

1. *A Moon for the Misbegotten* by Eugene O'Neill (bittersweet drama of a doomed man)
2. *The Teahouse of the August Moon* by John Patrick (comedy of occupied Okinawa)
3. *The Moon and Sixpence* by Somerset Maugham (novel)
4. *New Moon Rising* by Eugenia Price (heartwarming novel of faith and inspiration)
5. *The Moon Maid* by Edgar Rice Burroughs (science fiction in the realm of "sword and sorcery")
6. "Silver" and "The Listeners" by Walter de la Mare (and his other "moonlit" poems)
7. *Mainly in Moonlight* by Nicholas Stuart Gray (10 short stories of sorcery and the supernatural)
8. "Blue Moon," "Moon River," "When the Moon Comes over the Mountain," "Shine On, Harvest Moon," "Allegheny Moon," "Moonlight and Roses," "Moon over Miami," "Carolina Moon," "Moonlight Sonata," "Paper Moon," and so on (songs)
9. "Hymn to Diana" by Ben Jonson (poem)
10. *The Effect of Gamma Rays on Man-in-the-Moon Marigolds* by Paul Zindel (drama).

Students may analyze the fiction, recite the poetry, do dramatic interpretations from the plays, define the similarities of the songs. They may do research on correlation of phases of the moon to murder. They may make up quizzes about "moon quotes" ("The road was a ribbon of moonlight over the purple moor" and "Slowly, silently now the moon/ Walks the night in her silver shoon"); they may be inspired to write "moonlit haiku" ("Hallowe'en—full MOON/Dark night and ghoulish mayhem—/Folklore jumps to life").

How Big is Georgia's Stone Mountain?

Big enough that if every person who ever lived were to take a quarter pound piece of the mountain, 98 per cent would still remain.

To learn more about this 300-million-year-old rock and the 3,200-acre state park that surrounds it write: Stone Mountain Park, Dept. T.E., Box 778, Stone Mountain, Georgia 30083.

CIRCLE QUICK-ACTION CARD NO. 21

Climb Abroad.

The American University is traveling this summer of '75. To Israel, East Africa, Spain, Greece, Denmark, Sweden, and England.

THE AMERICAN UNIVERSITY Summer Sessions

1st Five Weeks : May 19 - June 20
1st Seven Weeks : May 19 - July 3
2nd Five Weeks : June 23 - July 25
2nd Seven Weeks : July 7 - August 22
3rd Five Weeks : July 28 - August 29

For information write or call: **Summer Sessions / 308 Asbury**

THE AMERICAN UNIVERSITY
Washington, D. C. 20016 (202)686-2697

Join us abroad in study of:

- ☐ The Land of Israel and Its Religions May 27 - July 4 (In cooperation with George Washington University)
- ☐ Comparative Government Workshop Abroad - East Africa/July 1 - August 6
- ☐ Spanish Studies in Spain/July 3 - September 1
- ☐ The Greek Experience/May 19 - June 27
- ☐ International Communication Workshop in London/May 19 - June 13
- ☐ Comparative Media Studies in London May 19 - June 13
- ☐ Research in International and Intercultural Communications in London May 19 - June 13
- ☐ History of London in London/May 19 - June 13
- ☐ French and Interdisciplinary Studies in Europe/July 7 - August 31
- ☐ Open Classroom for American Educators in Exeter and London/June 29 - July 25
- ☐ Center for the Adminstration of Justice Studies Abroad Institute on Heroin, Crime and Justice in England May 19 - June 3
- ☐ Correctional Innovations in Scandanavia-Denmark and Sweden/June 30 - July 13

At home in study of:

- ☐ Marine Science Program/May 12 - August 22
- ☐ Academy for the Performing Arts June 22 - August 15

Please send me information about the programs I have checked.

Name_____

Address_____

City_____ State_____ Zip_____

241968

236885

248559

246041

248443

COLUMBIA RECORD & TAPE CLUB'S 20th ANNIVERSARY OFFER . . .

Any 13 records or

if you join now and agree

246124

246330 *

239855

244657*

241612

248617 *

245746

248351*

246181

246934*

239186 *

241398

248658 *

241331*

248690 *

235952

245548 *

240390

237438 *

243568

246280-246281*

246272-246273*

246066 *

244459

241943 *

111377 *

241851 *

243659

244186 *

236844 *

110262 *

234112 *

234765

242727 *

241026

246652 *

236448

248674 *

242768

219659-219650*

237081-237082

243766-243767*

226407-226408*

236133-236134

248609-248600 †

243386-243387 †

240812-240813*

248682

242289 *

240887

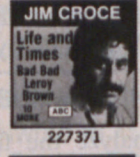
237875 *

239525

244954

235564

242107*



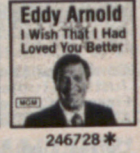
227371

221184 *

248344 *

243899*

207662



246728 *

235739 *

230714

235580 *

219477

222406 *

220061

246082 *

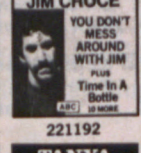
245514 †

224758

236000 †

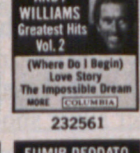
246090 *

220368



221192

244541*



232561

225318 *

231084

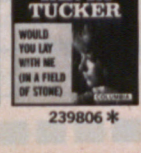
246660 †

246249 †

246298 †

248468 †

242354*



239806 *

246702*

232900 *

243642*

237800 *

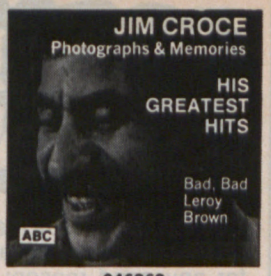
†Available on records and cartridges only

244236

246942

246595*

247742

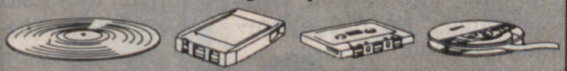


246868

tapes - $1.97

to buy 9 more selections (at regular Club prices) in the coming three years

Take your pick



12" stereo records OR 8-track cartridges OR tape cassettes OR 7" reel-to-reel tapes

* Selections marked with a star are not available in reel tapes

246694

246678 *

246165

248625*

245753

246074*

246348

248336*

247064

248328

246058*

DOUBLE SELECTIONS 2-record sets or twin-pack tapes — each counts as two selections. Write in both numbers.

239145-239146*

216655-216656

218750-218751*

212654-212655

211755-211756

239889-239880

232603-232604*

246736-246737

242206

248542*

242057

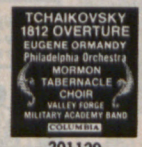
242636*

240069

248120*

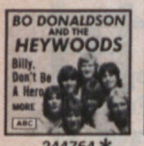
236109

248666*



201129

246389*



244764*

240382

222018

246884*

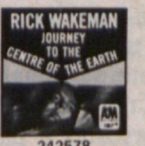
246306*

239533

239939

245183*

244699*



242578

243956*

229997*

Yes, it's 20 years since Columbia started the first major record club...and we must have done it right, for in all that time Columbia has continued to be the biggest club of its kind in the world. Now, *you* can enjoy all the benefits of membership by starting off with 13 records or tapes for only $1.97. Just mail the application, together with check or money order for $1.97. That is *all* you pay for your first 13 selections—there are no additional membership dues or fees for joining. In exchange...

You agree to buy 9 more selections (at regular Club prices) in the next three years. That's right!—*three full years* in which to buy nine selections...so you do not have to buy a record or tape every month, *or even every other month!* And you may cancel membership *at any time* after purchasing nine selections.

Your own charge account will be opened upon enrollment...the selections you order as a member will be mailed and billed at regular Club prices: cartridges and cassettes, $6.98 or $7.98; reel tapes, $7.98; records, $5.98 or $6.98...plus processing and postage. (Multiple unit sets and Double Selections may be somewhat higher.)

You may accept or reject selections as follows: every four weeks (13 times a year) you will receive a new copy of the Club's music magazine, which describes the Selection of the Month for each musical interest ...plus hundreds of alternate selections from every field of music. In addition, about six times a year we will offer some Special Selections (usually at a discount off regular Club prices). A response card will always be enclosed with each magazine.

...**if you do not want any selection offered** mail the response card by the date specified

...**if you want only the Selection of the Month** or Special Selection, you need do nothing—it will be shipped to you automatically

...**if you want any of the other selections offered** just order them on the response card and mail it by the date specified

You will always have at least 10 days in which to make a decision. If you ever receive any Selection without having had at least 10 days to decide, you may return it at our expense, for full credit.

You'll be eligible for our bonus plan upon completing your enrollment agreement—a plan which enables you to save at least 33% on all your future purchases.

Columbia House
Terre Haute Indiana 47808

NOTE: all applications are subject to review and Columbia House reserves the right to reject any application

COLUMBIA RECORD & TAPE CLUB, Terre Haute, Indiana 47808
I am enclosing check or money order for $1.97 as payment for the 13 selections indicated here. Please accept my membership application under the terms outlined in this advertisement. I agree to buy 9 more selections (at regular Club prices) during the coming three years — and may cancel membership any time after doing so. **I am interested in the following type of recordings (CHECK ONE ONLY):**

☐ **Cartridges** (A8-W) ☐ **Reel Tapes** (QU-Y) **1ZC**
☐ **Cassettes** (26-X) ☐ **Records** (MI-Z)

Write in numbers of 13 selections

MY MAIN MUSICAL INTEREST IS (check one):
(But I am always free to choose from any category)

☐ **Easy Listening 2** ☐ **Teen Hits 7** ☐ **Classical 1**
☐ **Country 5** ☐ **Jazz 4** (not for reel tapes)

☐ **Mr.**
☐ **Mrs.**
☐ **Miss**.....
(Please Print) First Name Initial Last Name

Address.....

City.....

State.....**Zip Code**.....

Do You Have A Telephone? (Check one) ☐ **YES**..... ☐ **NO**
APO, FPO addressees: write for special offer

P379/S75

SECRET LOANS!

We lend money by mail—$100 to $3000 in absolute privacy. Borrow for any good reason: to pay off bills, fix up the house, take vacations, etc. No co-signers. No interviews. No mortgages of any kind required. Fast service. Write for full details. No obligation—no agent will call.

Dial Finance
340 S.W. 8th St.,
Des Moines, Iowa 50309

DIAL

Dial Finance, Dept. 3065
340 S.W. 8th St., Des Moines, Iowa 50309
Please rush full details on secret loans by mail. I am not obligated in any way.

Name_____

Address_____

City_____

State_____ Zip_____

Dormitories for Groups to D.C.
Great Place to Put Up the Troops
Scouts, Churches, Schools 4 in a room
$3.00
Per Person, per night
FREE PARKING
TV • POOL
MEETING ROOMS

Colonial Plaza Motel & Dorms
10203 Baltimore Blvd. (at Beltway Exit 27)
College Park, Md. 20740 474-5678
Send for Brochure

SUMMER STUDY TOURS
Credit Units Available
EUROPEAN ART AND ARCHITECTURE
Three Weeks $1719.00
THE SEARCH FOR KING ARTHUR
Two Weeks $863.00
THE ANCIENT MIDDLE EAST
Three Weeks $1813.00
NORTHERN EUROPE
Three Weeks $1713.00
EAST & CENTRAL AFRICA
Three Weeks $2100.00
A LITERARY PILGRIMAGE IN BRITAIN
Two Weeks $985.00
Other programs to India, The Far East and the South Pacific
All tour costs from New York
COMMONWEALTH TOURS
235 Montgomery St., San Francisco, CA 94104

TRAVEL INDEPENDENTLY **ANYWHERE IN THE WORLD**
Earn 1 to 4 Semester Units
(graduate or undergraduate)
Secure information on LaVerne College's* unique, individual travel courses
(World Travel—Colonial America—Individual Travel Study)
Write **Dr. Lyle B. Gangsei, Box 156B**
Newbury Park, Ca. 91320 (805) 498-4763
*LaVerne is fully accredited by the Western Association.

CIRCLE QUICK-ACTION CARD NO. 40

Interested in doing something different? Join a Shinbigan Tour to Japan a 31 day tour that departs from San Francisco on July 5. Visiting RURAL JAPAN spending a majority of trip in Japanese Inns, see the beautiful countryside and absorb the culture! For details write: **Shinbigan Tours Box 1144, San Rafael, CA.** 94902 or call: (415) 488-4686.

albany: new category: age discrimination?

THE LAW AND TEACHER RIGHTS

Age Discrimination and the Teacher Situation

Two legal remedies are now available to teachers who contend that they have been discriminated against on the basis of age—the Age Discrimination in Employment Act (ADEA) and court suits alleging denial of equal protection.

Last May, an amendment went into effect extending coverage of ADEA to civil service employees of local, state, and federal government agencies, including the legislative and judicial branches. The amendment protects teachers between the ages of 40 and 65 from age bias in employment in such areas as hiring, firing, leave, compensation, promotions, and condition of employment. It also forbids labor organizations to discriminate against members or potential members or employment agencies to discriminate against applicants by specifying any preference based on age (for example, in advertising for boys, gal Fridays, or recent college grads in want ad columns).

The Wage and Hour Division of the U.S. Department of Labor enforces ADEA and is responsible for educating the public to eliminate unjustified stereotyping of older workers. Complaints about discriminatory practices may be filed with the local Wage-Hour Office or with the Wage and Hour Division of the U.S. Department of Labor, Washington, DC 20210. The Secretary of Labor is empowered to investigate and to attempt to eliminate alleged discriminatory practices by informal means and also to file suit to enjoin violations and to recover back pay. Up to two years' back pay may be granted —or three years' if the practice is found to be a willful violation.

Individuals may also file suit, but they must be sure to follow certain procedures. They must file notice of intent to sue with the Secretary of Labor within 180 days after the alleged unlawful practice occurred and must delay court action for 60 days after notifying the Secretary so that the Secretary may seek to remedy the situation. Relief must also be sought concurrently from appropriate state agencies.

The U.S. Department of Labor has asked the U.S. Supreme Court to consider several age-bias cases in the private sector. One challenges the refusal of a broadcasting company to rehire persons over age 60 who had been forced to retire pursuant to its retirement plan. Another questions two bus companies' failure to consider driver applicants who are over 35.

The Department asserts that if a person who is competent and who is between the ages of 40 and 65 is not hired in preference to someone who is less competent and younger, this demonstrates a clear example of age bias. Then, the employer must show that he or she is not discriminating against the older applicant or that the differentiation is for a good reason, such as safety, or that age is a bona fide occupational qualification (e.g., models, actors).

State and federal court actions have been initiated with support of the DuShane Emergency Fund to challenge mandatory retirement of teachers at age 65. This issue of concern to teachers is not covered by ADEA.

In the Arizona Supreme Court, a 65-year-old English teacher with exemplary qualifications and in good health is claiming that her forced retirement deprives her of the right to pursue her profession and to increase her retirement security by working, as other public employees may, until age 70. After a lower court ruled that she had a right to have her application considered on its merits, the board denied her application, claiming she would not be difficult to replace—despite testimony establishing her teaching excellence.

Her court petition, financed by NEA, contends that the refusal to retain her "underscores a pattern of discrimination which has effectively decimated the ranks of veteran teachers" whose qualifications are equal to or more impressive than those of

their replacements. Such treatment is not, she claims, reasonably justified by any educational purpose.

A federal appeals court has been asked to decide whether an Illinois school district's policy of mandatory retirement at 65 violates constitutional guarantees to equal protection and due process. NEA, through the DuShane Fund, has joined with elderly persons' civil rights groups in so arguing, noting that ". . . age-based classifications are generally invidious in that the rationale underlying the classification usually bears little or no relationship to the skills, competence, or intelligence of the persons classified."

Some of the decisions in this area are promising. In 1973, a state court upheld the right of a professor in the University of Hawaii system to continue to work beyond the age of 65. Noting that all other public employees in Hawaii need not retire until age 70, the court ruled that he and all faculty over 65 had been denied equal protection of the laws. Further, a federal court in Massachusetts ruled unconstitutional mandatory retirement at age 50 for uniformed state police officers, stating that this "is no more rational than the mandatory suspension or discharge of schoolteachers upon reaching their fourth or fifth month of pregnancy."

Both ADEA enforcement and equal protection litigation can and will be utilized to correct job discrimination against the older teacher.

—DuShane Emergency Fund, NEA Teacher Rights.

BRITISH INFANT AND PRIMARY SCHOOL INNOVATIONS WORKSHOPS

University of Tennessee Knoxville

In its Institute on Education in England, the Department of Curriculum and Instruction, College of Education, The University of Tennessee is bringing four outstanding instructors from England who are experienced in differing innovative school practices. Each British instructor will direct a unique workshop emphasizing student participation. The four different workshops and their dates are:

Movement Education . . . . July 7-18
Integrated Day Concept . July 7-18
Open Curriculum . . . July 21-Aug. 1
Early Childhood Ed. . July 21-Aug. 1

Workshops may be taken for 3 quarter hours of graduate credit, for Audit, or for no credit. The fee is $150 for out of state students and $100 for in state. Early application is suggested due to 35 limit in each workshop.

Y'all come! Spend two delightful weeks in scenic Knoxville vacationland, surrounded by beautiful T.V.A. lakes, gateway to the Great Smoky Mountains. Take time to boat, swim, fish, hike, picnic, and enjoy the beauties of nature in this magnificent mountain region Attend classes in spacious air conditioned buildings; study in ultra-modern air conditioned libraries; attend plays and concerts in our very new theatres and concert halls; make new friends in our Student Center with its many facilities. For a detailed brochure and application write:

Dr. A. Montgomery Johnston, Director
Institute on Education in England
Department of Curriculum and Instruction
The University of Tennessee,
Knoxville 37916

KIDS' STUFF is for REAL KIDS

KIDS' STUFF, KINDERGARTEN & NURSERY SCHOOL by Collier, Forte & MacKenzie
—activities, games, recipes, centers, bulletin boards, teaching techniques and practical hints for grades N-K-1.
ISBN 0-913916-00-5 **$9.95**

The **KIDS' STUFF ACTIVITY RECORD** or Cassette Tape
—a unique collection of recorded experiences in language arts, drama and music for creative kids, grades K-3.
ISBN 0-913916-03-X **$6.00**

KIDS' STUFF, READING AND LANGUAGE EXPERIENCES —PRIMARY LEVEL by Forte and MacKenzie
—ready-to-teach lessons and ideas with student activity pages designed to develop specific skills—may be duplicated! Grades 1-3.
ISBN 0-913916-01-3 **$9.95**

KIDS' STUFF, READING AND LANGUAGE EXPERIENCES —INTERMEDIATE—JR. HIGH by Forte, Frank & MacKenzie
—a thousand ideas for teaching reading, spelling, speaking and creative writing, grades 4-8. You'll wonder what you ever did without it!
ISBN 0-91316-02-1 **$9.95**

KIDS' STUFF MATH by Marjorie Frank
Having nightmares with the metric system? Here are hundreds of activities, games, ideas and centers for teaching basic math skills, both English and metric! Skills list, illustrations student activity pages, patterns and complete glossary included.
ISBN 0-913916-12-9 **$9.95**

ORDER BLANK

___KIDS' STUFF, KINDERGARTEN & NURSERY SCHOOL ($9.95)
___KIDS' STUFF ACTIVITY RECORD ___ TAPE @ ($6.00)
___KIDS' STUFF, PRIMARY LEVEL ($9.95)
___KIDS' STUFF, INTERMEDIATE-JR. HIGH ($9.95)
___KIDS' STUFF MATH ($9.95)
___Complete Catalog of KIDS' STUFF Publications (free)

NAME_____

ADDRESS_____

_____ Zip ____

(I enclose full amount for order plus 50¢ per item for postage & handling.)

Mail to: INCENTIVE PUBLICATIONS, BOX 12522
Nashville, Tennessee 37212

Or Order from Your Local School Supply Dealer

CIRCLE QUICK-ACTION CARD NO. 26

AFTER ALL

Today's Education: NEA Journal is a magazine owned, published, and financed by teachers for teachers. One and one-half million here in the United States and throughout the world will receive this issue. For many teachers, it is their only continuing source of information about the profession and the social developments which affect their teaching practice. Readership surveys conducted by impartial outside agencies indicate that *Today's Education* is truly the most influential educational magazine in the United States, and probably in the world.

Mildred Sandison Fenner, the editor of *Today's Education*, is a teacher's teacher—aware of teachers' needs, providing for individual differences, introducing new practices, evaluating the impact of the magazine, and revising the content as the readers (owners) indicate the need. The editor of *Today's Education* maintains a continuous dialogue with more teachers than any other person in the world today—an awesome responsibility.

Dr. Fenner isn't awesome. She is one of NEA's most accessible people whether by letter or phone, at breakfast in NEA's cafeteria, or through a casual stop in her office. Her openness to people and ideas is the secret of her amazing success as an editor. She listens a lot—especially to teachers. For many teachers, she has been their most permanent link with the NEA. For a goodly number of educators, accumulated *Journals* constitute their basic professional library.

Those of you who only know Mildred Fenner through *Today's Education* must be surprised to learn that she will retire following publication of this, her last issue as editor. You may well have concluded that a magazine on the cutting edge of so many major educational issues (e.g., satellite communications, cable TV, alternative schools, bilingual/multicultural education) must surely have a young editor. Well, you are right. *Today's Education does* have a young editor. Unfortunately, however, her personnel records have aged over the past 44 years, and retirement lies ahead for them.

Dr. Fenner has been editor of *Today's Education: NEA Journal* since 1955; before that, assistant editor, managing editor, and acting editor. She received her B.S. degree from Northwest Missouri State Teachers College (now University) in Maryville; her M.A. and Ed.D. degrees from George Washington University in Washington, DC; and a D. Litt., from Glassboro (New Jersey) State College. She was the recipient of the first Annual NWMSC Distinguished Alumni Award in 1970 and of George Washington University's Alumni Achievement Award in 1972. The *Ladies Home Journal* named her one of the "75 Most Important Women in America" in January 1971.

With her late husband, H. Wolcott (Cotton) Fenner, then senior vice-president, Ringling Bros., Barnum & Bailey Circus, Mrs. Fenner compiled and edited *The Circus: Lure and Legend* (Prentice-Hall, 1970). She wrote *NEA History* and *Pioneer American Educators* and edited *Discipline in the Classroom* (NEA, 1969) and *Schools Are People* (NEA, 1971). She is also author of numerous articles in the field of education and has taught at both secondary and college levels. Under her leadership, *Today's Education* has received some 30 national awards, including the EdPress Golden Lamp Award (highest recognition in educational journalism) and the Mass Media Award from the National Conference of Christians and Jews (for "outstanding contributions to better human relations and the cause of brotherhood").

What isn't recognized by awards and honors is the immeasurable influence of one who for 44 years has been selecting, writing, editing, and publishing for a majority of the nation's teachers. Having read tens of thousands of solicited and unsolicited articles written by and for teachers, she speaks with authority to the professional needs of teachers. If I had to choose her most admirable quality, it would have to be that she has had the courage to fight for those needs among the many other demands on NEA for the organizational needs of teachers. As a result, the NEA is widely known for its efforts on behalf of professional excellence as well as for its militant advocacy of teacher rights.

Teaching, in essence, is a state of perfection to which we as teachers can only aspire. Editing, like teaching, is also an impossible struggle toward a state of perfection. I've been fortunate to work with an editor who has approximated that state as closely as a human can. Fortunately, the evidence of her editing will still be with teachers for years to come. This issue is one example of its timelessness.

—John D. Sullivan, *publisher,* Today's Education, *and director, NEA Instruction and Professional Development.*

As a perceptive teacher, you realize that what is unsaid by your students may be the most important thing to which you should listen. You may think of this listening as done with what Nietzsche called the third ear. Or you may prefer Renard's terminology and resolve that your students will never say of you: "He is deaf in the left ear; he does not hear on the side of the heart."

—Mildred S. Fenner *in "Editor's Notebook,"* NEA Journal, *April 1966.*

READER SERVICE

The following materials are available free (or at low cost) from various companies. To order, circle the number on the postage-paid QUICK-ACTION-REPLY card inside the back cover that corresponds with the materials.

TODAY'S EDUCATION QUICK-ACTION SERVICE

1. AMERICAN INSTITUTE FOR FOREIGN STUDY. Graduate and teacher-training summer study programs throughout Europe for elementary and secondary teachers. Concentrations on education, literature, language, humanities. Also, positions available as advisers on high school and junior high school programs.

2. AIR CANADA. *Great Canadian Vacations* from Air Canada. Send for the beautiful free tour booklet which will show you that Canada is a little bit of Europe, a whole lot closer to home.

3. PETERSBURG, VIRGINIA, CHAMBER OF COMMERCE. Petersburg Tour—Free brochure describing free attractions on drive yourself motor tour of historic Petersburg, at junction I-85 and I-95.

4. EDMUND SCIENTIFIC COMPANY. Free, 32-page, Science Activities Book for elementary science teachers prepared by teachers. Contains hundreds of helpful, workable projects. Write Edmund Scientific, 380 Edscorp Bldg., Barrington, New Jersey 08007, or circle reply card for information.

5. AMERICAN LEADERSHIP STUDY GROUPS. Spring or Summer 1976. Make plans to visit Europe with your students. You travel free. Join the American Leadership Study Groups, the leading nationwide sponsor of overseas programs. Circle reply card.

6. FIAT OVERSEAS DELIVERY. For information, write: Overseas Delivery Department, Fiat Distributors, Inc., 532 Sylvan Avenue, Englewood Cliffs, New Jersey 07632, or circle reply card.

7. GEORGIA DAYS. A comprehensive guide to attractions, historical sites, annual events, colleges and universities, golf courses and much, much more. This full-color booklet is complete with highway maps. Free.

8. GREYHOUND WORLD TOURS. PREVIEW BICENTENNIAL TOURS. Greyhound's in touch with America offering escorted vacation tours to Colonial Virginia, New England, Original Colonies, and all America. Send for information.

9. STATE OF LOUISIANA TOURIST DEVELOPMENT COMMISSION. Louisiana the Beautiful, Louisiana the historic, Louisiana—sportsman's Paradise—write for new color brochures —"Louisiana History", and "Louisiana Outdoors," as well as other fascinating information on the Bayou State.

10. SCHOLASTIC SOCIAL STUDIES MAGAZINES offers an inexpensive way to help your students make sense of today's world. Circle reply card for details about a special classroom-set offer.

11. NOBLE & NOBLE PUBLISHERS, INC. FREE BROCHURE ON YEARLING INDIVIDUALIZED READING PROGRAM for levels 3-6. Combines skill builders with a best-seller classroom library for a total developmental reading program.

12. UNIVERSITY OF TENNESSEE. *INSTITUTE ON EDUCATION IN ENGLAND.* Brochure available describing summer workshops at University of Tennessee on Innovations in British Infant and Primary Schools: movement education early childhood, integrated day concept, open curriculum.

13. VIRGINIA BEACH, VIRGINIA. Surfing, sailing, and fishing—less than an hour from Williamsburg, Jamestown, and Yorktown. That's a *real* vacation! Start with our free brochure.

14. VIRGINIA is the magic of Williamsburg. Yorktown. Jamestown. Plantations, mountains and famous beaches. More fun, more America! And it's all yours to discover in our free 36-page color vacation guide.

15. FREE COLOR POSTER—The Motor Vehicle Manufacturers Association offers a full-color poster, "TRUCKS AND BUSES SERVE AMERICA," displaying trucks, buses, product delivery map, and truck-related issues. Includes teaching aids and additional source information.

16. LECTRO-STIK CORPORATION. 25¢ KIT PROVIDES SEATWORK MATERIAL FOR A CHILD FOR A YEAR. So easy: Every child can build, draw, create, learn . . . with minimum supervision. Stikki-Wikki available on money back guarantee.

17. METRIC SI/USA. Sample section of new comprehensive Metric Buyers Guide, the largest single source of metric in-service and instructional materials available anywhere. Designed to make product selection easy. Complete with classroom activity ideas.

18. ANAHEIM, CALIFORNIA. Over 20 major attractions including Disneyland, plus the warm Southern California sun and beach life. Send for full color brochure and special low cost vacation plan information.

19. P/H ELECTRONICS. Multi-channel wireless learning system . . . lightweight, simplified, easy to use . . . 2 to 12 channels, even in stereo. Instruct unlimited numbers of students, any curriculum area. Also wireless two-way systems for foreign language instruction.

20. LEARNER'S SKILLS, INC. PATHFINDER LEARNER'S SKILLS PROGRAM. Designed to help students learn HOW to learn, this multimedia program actively involves junior and senior high students with all stages of the learning process. Write for free information.

21. GEORGIA'S STONE MOUNTAIN. 3,200-acre family recreation and historic park, 20 minutes east of Atlanta, surrounding world's largest exposed granite mass. Camping, fishing, picnicking, boating, golfing, swimming. Old South industries area, memorial carving, museums, riverboat, train, skylift.

22. ARMY ROTC is explained in free pamphlets: Four- and two-year programs; flight training, scholarships; and Junior ROTC. Metric teaching aids are also available.

23. POSTAL FINANCE COMPANY. Teachers! you can borrow up to $1,500 on your signature only. Everything handled privately by mail. Fast services. No interviews. No payment on principal during the school vacation if desired. Convenient terms. Circle reply card for information.

24. M.D.W. & COMPANY publishes eye-opening tax-saving ideas for working taxpayers. Books show how to eliminate income taxes entirely and use tax savings for personal investments. Send for free title list, reviews.

25. PERSONAL DYNAMICS, INC. Administer part-time our attitude and personal effectiveness program to people 16 and older. A group-dynamics program developed over 18 years in schools, universities, government, and businesses. No investment. Free training.

26. INCENTIVE PUBLICATIONS. Are you serious about individualizing learning in your classroom? The LEARNING CENTER SET by Forte et al. will help you do it more easily and creatively. Free brochure—INCENTIVE PUBLICATIONS, Box 12522, Nashville, Tennessee 37212, or circle reply card.

27. NEW METRIC SYSTEM MATH CATALOG. 112 page 4-color flyer featuring the latest in materials for teaching the metric system. Included are basic metric system kits as well as primary and secondary materials. Circle card for free catalog. LAPINE SCIENTIFIC COMPANY, Chicago, Ill. 60629.

28. YOU KNOW YOU'RE IN NEW ORLEANS WHEN YOU'RE AT THE MONTELEONE. The largest hotel in the French Quarter—600 luxurious rooms and suites, a roof top swimming pool, the French Cuisine of the Supper Club Restaurant, the revolving Carousel Bar and the sidewalk atmosphere of Le Cafe Restaurant. Located just one block from Bourbon Street. Send for free colorful brochure.

29. HIGH COUNTRY INN. Send for free brochure on both winter skiing and summer fun programs at the exciting new High Country Inn in Winter Park, Colorado. Special summer program includes hiking, horseback riding, white water float trips, and nature study for you. Special group rates for your class.

30. UNIVERSITY OF ARIZONA. Study in the attractive Southwest this summer at the University of Arizona. 850 courses and workshops

YOUR CHILDREN WILL BE ENDLESSLY FASCINATED WITH STIKKI-WIKKI SEAT WORK

So easy: Every child can build, draw, create . . . with hardly any supervision. At just a touch, Stikkies and Wikkies cling to each other . . . or to paper . . . or stand on a desk. They can be re-assembled endlessly as they always retain their amazing adhesive quality. A 25¢ kit provides absorbing learning for a child for a year!

Stikkies are plastic rods 2½ inches long with waxy adhesive tips . . . ideal for making figures with straight lines and for teaching the concepts of quantity, shape, volume, area, arithmetic and the third dimension.

Wikkies are pliable cords 6 inches long, adhesive all over . . . for curved figures, animals, flowers, people, script. And they cling nicely to paper making it easy to follow any line — to draw. Saves on paper, pastes and glues.

Only 25¢ per kit of 40 Stikkies and 12 Wikkies in a plastic carrying bag, with dozens of projects. Free teacher's kit with each order; free delivery; satisfaction guaranteed. Send for details.

Lectro-Stik Corp.
3721 Broadway Chicago IL 60613
CIRCLE QUICK-ACTION CARD NO. 16

CENSORSHIP and the SCHOOLS

◆

An important and timely audio program published by the National Education Association.

◆

For free, complete information write to:

NEA PUBLISHING
Room 609
1201 Sixteenth St., N.W.
Washington, DC 20036

TEACHERS

GET A LOAN BY MAIL!

Only $58.00

a month repays

$1521.06

FAST AIRMAIL SERVICE

BECAUSE YOU ARE A TEACHER I will be Happy to loan you $300–$500–$1000 or as much as $3000 *on your signature.* Friends, relatives, will *not* be contacted. NO time off from work–NO witnesses or co-signers–NO insurance required–NO embarrassing investigation.

Select Your Loan Here (Amount Financed)

Amount Financed	36 Monthly Payments	Total of Payments	Annual Percentage Rate
$846.56	$34.00	$1224.00	25.76
$1120.15	$44.00	$1584.00	24.09
$1521.06	$58.00	$2088.00	21.89
$1931.47	$72.00	$2592.00	20.22
$3000.00	$107.95	$3886.20	17.66

SPECIAL SUMMER PAYMENT PLAN! Special arrangements can be made, upon request, regarding payments during your Vacation months.

COST-CONTROLLED LOANS! Pay *only* for actual time you use the money—*not one day longer!* Borrow from *Postal* in complete confidence. We are licensed under the Loan Law of our State, your assurance of fair rates and Supervised Reliability.

GET MONEY QUICKLY. We have the money you need waiting for *you.* ACT NOW! Complete and send us the coupon TODAY!

As soon as we receive your request, we will rush to you by return *airmail immediately,* in a plain envelope, everything to get the *money you need!*

Postal FINANCE COMPANY

POSTAL FINANCE CO.
Dept. 132-03, 6018 Military Ave.
OMAHA, NEBRASKA 68104

MAIL THIS COUPON TODAY!

POSTAL FINANCE CO., Dept. 132-03
6018 Military Ave. Omaha, Nebraska 68104

Please Airmail to me FREE in a plain envelope everything I need to get money, so if I decide to borrow I can get the money I need Right Away.

Name._____

Address._____

Town._____ State._____ Zip Code._____

Age._____ Amount I Want to Borrow $._____

CIRCLE QUICK-ACTION CARD NO. 23

available in two five-week terms. Circle reply card for catalog.

31. DUTCH INN. For the fun of it, visit Disney World. Make your stay even more enjoyable at the new Dutch Inn right at Disney World. Send for a free brochure and rates. Special group rates for your class.

32. COMMODORE CRUISE LINE, LTD. Cruise on The Happy Ships for a different kind of vacation. Priced from $330 aboard the M/S Boheme (to Puerto Plata, Dom. Rep.; San Juan, Puerto Rico; St. Thomas, Virgin Islands; Cap Haitien, Haiti; and the M/S Bolero (to Cozumel, Mexico; Montego Bay, Jamaica; Port-au-Prince, Haiti. Send for free details.

33. NEWPORT RESORT MOTEL. Miami is always the place to be. And in Miami enjoy the comfort and convenience of the Newport Motel. See our ad in this issue and write for descriptive information.

34. CAUSEWAY INN. Send for a free brochure descrbing the Causeway Inn located in Tampa, Florida. Just one hour from fabulous Disney World and convenient to Busch Gardens, Circus World, St. Augustine, Silver Springs.

35. CHILDREN'S LITERATURE SEMINARS. The Open Court Publishing Company is sponsoring week-long seminars on Children's Literature in Chicago and San Francisco. Speakers include John Ciardi, Clifton Fadiman, Eleanor Cameron, Zena Sutherland, among others. Enrollment limited. Free brochure.

36. TEACHER GROUP TRAVEL. FREE 96 Page Book. The finest selection of travel ever assembled in one book. One, two, three, four Week Do-It-Yourself and Escorted Packages to Everywhere in the World.

37. FORTRESS PRESS. *MIX ME A PERSON* and *DANCING ALL THE DANCES, SINGING ALL THE SONGS* complete the Center Enrichment Books Series for Fortress Press. They are helpful in understanding the human potential movement and group communications and can be ordered from Fortress Press. For further information, write Fortress Press, 2900 Queen Lane, Philadelphia, Pa. 19129 or circle reply card.

39. NEA EDUCATIONAL TRAVEL OFFICE. Special, select itineraries on group travel, with departures to meet UTP association member needs. Limited quantities available.

40. TRAVEL WORLDWIDE OR U.S. AND EARN CREDITS. Request data on LaVerne College's new travel courses. Dr. Lyle B. Gangsei, Box 156B, Newbury Park, California 91320.

41. THOMAS KNIGHT FINANCIAL ASSOCIATES. Complete information for experienced teachers and administrators on borrowing up to $4,000 by mail. Rates, payment plan, and application. No obligation.

42. UNION CARBIDE helps you create and hold students' interest in grades K-12 life science, nucleonics, and metric programs with 20 "hands-on" lab kits and classroom aids. Send for free descriptive literature.

43. GATEWAY HOLIDAYS/GLOBUS TOURS. To obtain the Orient and Europe Charter Books, circle reply card.

44. GUATEMALA, today's biggest undiscovered travel bargain. Land of Towering Volcanoes, Ancient Mayan ruins, Spanish Colonial Architecture, and friendly courteous people. Excellent hotel and tourist facilities. See your travel agency for information on low-cost tours to the "Land of Eternal Spring."

45. AIR FORCE RESERVE WESTERN REGION. For more information on special program offering part-time jobs to high school seniors, circle reply card.

46. U.S. BREWERS ASSOCIATION. "PITCH IN" MATERIALS. Action ideas and materials for developing an effective anti-litter program. Utilizes "Pitch In!" concept already used successfully by many states, communities, and organizations.

47. THREE BEAUTIFUL MIAMI BEACH OCEANFRONT RESORT MOTELS. Beau Rivage Motel, Oceanfront at 99th Street; Sahara Motel, Oceanfront at 183rd Street; Chateau Motel, Oceanfront at 191st Street. Over 600 spacious rooms, efficiencies, superb dining rooms, coffee shops, cocktail lounges, swimming pools, entertainment, near all sports and entertainment attractions. Circle reply card for free information.

49. TEK-TEST COMPANY. Free booklet, AN END TO TEST CORRECTING, describes use of self-correcting answer sheets, gives cost data, guidelines for meaningful multiple-choice testing, most economical ways to purchase.

50. THINKING ABOUT YOUR SUMMER PLANS? We offer graduate courses in a wide choice of areas. Write for information to University of Dayton, School of Education, Dayton, Ohio 45469 or circle reply card.

51. EUROPEAN RAILROADS. Please send for a free colorful brochure, *The Trains of Europe.* Travel Europe the way Europeans do.

52. INDIA. It's not just another country. It's another world. Please send for a colorful brochure of India.

53. U.S. AIR FORCE. For information on the Air Force's total career-education program, circle reply card or contact your local Air Force Recruiting Station.

54. ICELANDIC AIRLINES. Folder available on lowest jet fares to Europe of any scheduled airline. From New York and Chicago to Luxembourg. Lowest cost ski, car, and rail tour from one week on.

MILLIKEN'S TEACHING AIDS CATALOGS FOR 1975. Send for your free catalog listing all transparency-duplicating and duplicating workbooks, teacher activity books, wipe-clean* cards, sound filmstrips, listening appreciation programs and study prints.

55. MILLIKEN'S GRADE K-3 TEACHING AIDS CATALOG FOR 1975. Or,

56. MILLIKEN'S GRADES 4-8 TEACHING AIDS CATALOG FOR 1975.

SUMMER SESSION '75
EXPAND YOUR HORIZONS

UNIVERSITY OF ARIZONA
TUCSON

- A FULL SEMESTER IN 5 WEEKS
- OVER 850 COURSES
- 1st SEMESTER: JUNE 6-JULY 10
- 60 MILES FROM MEXICO
- STUDY IN THE OLD PUEBLO
- 2nd SEMESTER: JULY 11-AUG. 13

CIRCLE QUICK-ACTION CARD NO. 30

TRAVEL ABROAD THIS SUMMER EARN GRADUATE CREDIT, A SALARY OR BOTH

BE A STUDENT

The American Institute for Foreign Study wants you to travel abroad this summer. If you need to earn graduate credit or want to achieve professional advancement we offer seven different programs throughout Europe in fields such as Education, Literature, the Humanities, and Language. On AIFS Graduate and Teacher Training Programs you study at major universities with some of the most renowned professors in the world. Our French Language and Culture program is conducted at the Sorbonne, and our Spanish program takes place at the University of Salamanca. You can study English Literature where it was written as you travel through the British, Irish, and Scottish countryside with tutors of the University of London. Or you can study Education methods and theories in our seminars and comparative programs in London, Leningrad, Munich and Moscow.

If this was the year you really wanted to travel abroad, but you needed to take extra courses — why not do both? Our prices start at $895 (including air fare, accommodations and meals at your university, and, of course, academic credit).

BE A COUNSELOR

If this was the year you really wanted to travel abroad, but you also wanted to earn extra money — why not do both? AIFS still has positions available for teachers who want to take their students abroad — to Europe, Asia, Africa, Australia, or South America. With a group of only eight students, you travel free. With more students you receive a proportional — and sizeable — stipend.

You and your students can travel, with complete security, to the music festivals of Austria, to the countryside castles of Scotland, to the religious festivals of Rome. Or you can discover new — and old — cultures and peoples in Europe, Mexico, Peru, Kenya, or the Orient. And languages are best learned not in books or sound booths, but in the countries where languages are lived. There's a lot of world to be discovered. Programs for students begin at $795 and last from two to six weeks. And since most programs are conducted at major universities, you have the opportunity to take courses yourself in a wide variety of fields — and, of course, you can earn valuable academic credit.

from Paris to London

Act Now!

If this is the summer you really want to travel abroad, AIFS offers you more options than ever. To find out more about our summer programs abroad, without obligation, simply fill in the coupon below or check the reader service card today.

from Nairobi to Madrid

American Institute For Foreign Study
102 Greenwich Avenue, Greenwich, Connecticut 06830®

This is the summer I want to travel abroad.

- ☐ Send me information on how I can become a student on your Graduate & Teacher Training Courses.
- ☐ Send me information on how I can enroll a group of my students on an AIFS summer program.

Name _____

Address _____

City _____

State _____ Zip _____

Phone _____

I teach grade _____

CIRCLE QUICK-ACTION CARD NO. 1

ORIENT HOLIDAY

$895.00 plus 10% tax and service per person, double occupancy

YOUR NON-PROFIT NEA TRAVEL SERVICE OFFERS BEST VALUE TO THE ORIENT

RESERVATIONS ON FIRST-COME BASIS, SO WE URGE YOU TO REGISTER WITHOUT DELAY

All transportation will be via Korean Airlines DC-10 and B-707 jets, affinity charter basis, with a capacity of 345 seats (DC-10) or 165 (B-707). Land cost: $397.13 including taxes and services charges; $585.37 for the airfare portion on both DC-10 and B-707 jets. The NEA administrative is $2 per person. Airfare portion is subject to increase on a pro-rata basis should the number of participants be less than 345 (DC-10) or 165 (B-707).

NEW FOR 1975 IS SEOUL, KOREA

The city is a circular setting of majestic green and granite mountains, opened only by the sea-bound course of the historic Han River.

- Two nights at the deluxe Walker Hill Resort Hotel
- Full American breakfast daily
- Transfers and baggage handling
- Local taxes, gratuities

TOKYO

The world's largest city awaits you with a most gracious welcome. Mystic traditions of the East blend with modern Western ideas. This metropolis is a kaleidoscope of ancient temples, shrines and palaces with modern skyscrapers and rapid transportation.

- Five nights at the New Otani Hotel (new tower)
- Full American breakfast daily
- Tokyo city tour of shrines, temples and the Imperial Palace Plaza
- Optional tours available to Kyoto, Nikko and Hakone
- Transfers and baggage handling
- Local taxes, gratuities

BANGKOK

After a comfortable jet flight you arrive in Bangkok, City of Angels. The fairyland of the Orient, Bangkok has over a thousand glittering temples with miles of canals, and it is sometimes called the "Venice of the East."

- Five nights at the deluxe Rama Hyatt Hotel
- Full American breakfast daily
- Bangkok Floating Market and Royal Barge tour viewing life along the canals
- Optional ½-day and full-day tours available
- Optional tour to Singapore, Malaysia, can be arranged
- Transfers and baggage handling
- Local taxes, gratuities

HONG KONG

The ancient Orient in all its splendor awaits you. You are on your way to Hong Kong, the Pearl of the Orient, so prepare yourself for a city of striking contrasts.

- Five nights at the deluxe Miramar Hotel
- Full American breakfast daily
- Tour of the New Territories, from which you have a view across the "Bamboo Curtain" into China
- Optional ½ or 1-day tours available
- Optional tour to Manila, Philippines, or Taipei, Taiwan, can be arranged
- Transfers and baggage handling
- Local taxes, gratuities

PRICE DOES NOT INCLUDE: Cost of visas, vaccinations, passports, or items of personal nature such as laundry, tips for personal services, spirits, etc., or baggage and accident insurance. ELIGIBILITY: NEA membership of six months duration as of date of departure; additionally, the spouse, dependent children, and parents of the NEA member (if residing in member's household) are eligible to travel at the same price. NEA members in all categories are eligible.

All tours include: Round trip transportation; transfers, accommodations, based on twin occupancy, in first-class or deluxe hotels; porterage and tips for 1 suitcase; services of tour escort and/or local guides; all tips in connection with sightseeing/tour activities.

APPLICATION FOR OH, 1975
To reserve space on Orient Holiday, fill in information below and mail coupon with $200 deposit per person to NEA Educational Travel, 1201 16th St., N.W., Washington, D.C. 20036. There will be a $15 cancellation fee per person if cancelled for any reason.

Please reserve _____ spaces on OH-_____

departing on _____ from _____

NAME _____
(List additional names on separate sheet, with information as requested here.)

ADDRESS _____

CITY _____ STATE _____ ZIP _____

Business phone _____ Home phone _____

Age _____ Deposit of $_____ enclosed.

NOTE: A brochure on Spring/Easter tours is being mailed in January. If you *have not already requested* information on spring tours, write to the above address. If you have previously requested it, the brochure will be mailed to you when available.

TOUR	DATES	DEPARTURE CITIES
OHT-1	June 24-July 13	**New York**, Wash. DC* and Balt.*
OHT-2	June 29-July 18	**Chicago** and Detroit*
OHT-3	July 4-July 23	**Philadelphia** and Pittsburgh*
OHT-4	July 9-July 28	**Washington, DC** and Buffalo*
OHT-5	July 14-Aug. 2	**New York** and Boston*
OHT-6	July 19-Aug. 7	**Chicago** and Minneapolis*
OHT-7	July 24-Aug. 12	**Philadelphia**
OHT-8	July 29-Aug. 17	**Wash., DC** and Columbus*
OHT-9	Aug. 3-Aug. 22	**New York** and Boston*
OHT-10	Aug. 8-Aug. 27	**Chicago** and Indianapolis*
OHT-11	Aug. 13-Sept. 1	**New York**
OHW-14	June 22-July 11	Los Angeles
OHW-15	July 2-July 21	Los Angeles
OHW-16	July 12-July 31	Los Angeles
OHW-17	July 22-Aug. 10	Los Angeles
OHW-18	Aug. 1-Aug. 20	Los Angeles

Flight OHW-14 thru OHW-18 are via Korean Airlines B-707 jets.

*Transportation between these "additional cities" and the charter departure city shown in bold print will be via regular, scheduled flights. Limited space available from "additional cities" at no extra cost.

NEA TRAVEL OFFERS YOU OUTSTANDING TRAVEL VALUES. Compare individual air tickets alone.

CIRCLE QUICK-ACTION CARD NO. 39

Blank Page
Intentionally
Inserted by
GWU Special
Collections

Postage-paid ORDER CARD

To help you select FREE materials

Make your selections from the preceding page, then simply circle the corresponding numbers on this convenient card.

Fill in your name, position, school and *school address*. Detach and mail. Postage is paid.

QUICK-ACTION reply card

1	11	21	31	41	51	61	71	81	91	101	111
2	12	22	32	42	52	62	72	82	92	102	112
3	13	23	33	43	53	63	73	83	93	103	113
4	14	24	34	44	54	64	74	84	94	104	114
5	15	25	35	45	55	65	75	85	95	105	115
6	16	26	36	46	56	66	76	86	96	106	116
7	17	27	37	47	57	67	77	87	97	107	117
8	18	28	38	48	58	68	78	88	98	108	118
9	19	29	39	49	59	69	79	89	99	109	119
10	20	30	40	50	60	70	80	90	100	110	120

The following information is required: Please check

a. ☐ TEACHER
b. ☐ grades K-3
c. ☐ grades 4-6
d. ☐ grades 7-9
e. ☐ grades 10-12
f. ☐ higher education
g. ☐ principal or ass't., dep't. head
h. ☐ superintendent or ass't.
i. ☐ librarian or media specialist
j. ☐ curriculum supervisor, AV director, other adm.
k. ☐ business/purchasing
l. ☐ other

Please print your name and address clearly

Name _____

Address _____

City _____ **State** ____ **Zip** _____

School _____ **Class** ____ **Size** (____)

School Address _____

Items are not available after May 31, 1975.

37. FORTRESS [illegible] SINGING ALL THE [illegible]

FIRST CLASS
PERMIT NO. 217
CLINTON, IOWA

BUSINESS REPLY MAIL

No postage stamp necessary if mailed in the United States

postage will be paid by

TODAY'S EDUCATION
P. O. Box 2779
Clinton, Iowa 52732

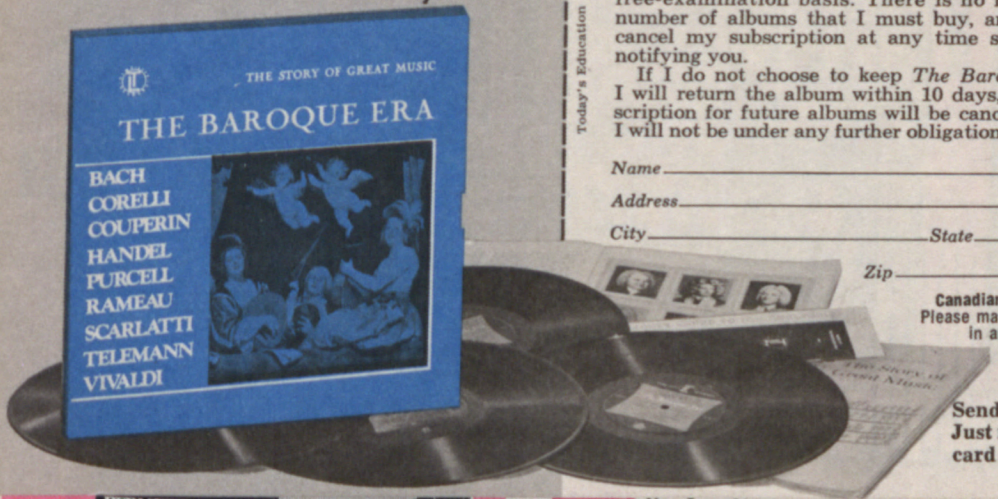
Make it your habit to mail this postage-paid **QUICK-ACTION REPLY CARD** each month.

- *Be professional!*
- *Keep up-to-date . . .*
  on new teaching programs
  new teaching materials
  new teacher services

SEND NOW!

Start enjoying
THE STORY OF GREAT MUSIC...

Audition THE BAROQUE ERA free for 10 days



Today's Education

TIME LIFE RECORDS

TIME-LIFE RECORDS, Dept. RAA057
Time & Life Building,
Chicago, Ill. 60611

Yes, I would like to examine *The Baroque Era.* Please send it to me for 10 days' free examination and enter my subscription to THE STORY OF GREAT MUSIC. If I decide to keep *The Baroque Era,* I will pay $15.95 ($16.95 in Canada) plus shipping and handling. I then will receive future albums in THE STORY OF GREAT MUSIC series, shipped an album at a time approximately every other month. Each is $15.95 ($16.95 in Canada) plus shipping and handling and comes on a 10-day free-examination basis. There is no minimum number of albums that I must buy, and I may cancel my subscription at any time simply by notifying you.

If I do not choose to keep *The Baroque Era,* I will return the album within 10 days, my subscription for future albums will be canceled, and I will not be under any further obligation.

Name _____

Address _____

City _____ *State* _____

Zip _____

Canadian residents: Please mail this form in an envelope.

Send no money. Just mail this card today!

TIME LIFE RECORDS

Deepen your enjoyment of fine music with this fascinating series

The Story of Great Music

Mail attached postpaid card for free 10-day audition of **The Baroque Era.**

FIRST CLASS
Permit No. 22
Chicago, Ill.

BUSINESS REPLY MAIL
No Postage Stamp Necessary if Mailed in United States

Postage will be paid by

TIME-LIFE RECORDS
Time & Life Building
Chicago, Illinois 60611

Look at the Valuable, New Service for TODAY'S EDUCATION READERS on the other end of this card!

Look at the Valuable, New Service for TODAY'S EDUCATION READERS on the other end of this card!